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ABSTRACT

The Single Parent Project (SPP) at Eastern Washington University assists single parents on public assistance who are working toward an academic degree in order to become independent from the welfare system. The SPP provides campus-based services that help students succeed in an academic setting. Four areas of focus for the SPP are: (1) direct services to students and their families; (2) support services; (3) special programming; and (4) advocacy. An area of special programming that may be unique to the SPP is the adaptation of the Berkeley Mathematics Workshop. This model uses cooperative and collaborative learning to promote the achievement of excellence in even the most challenging courses. Problems in the SPP include the uncertainty of funding for Washington's Family Independence Program (FIP), which refers clients to the SPP. Without FIP, there will most likely be a decrease in child care funds available and a different, more limiting, set of rules will govern financial aid. During the first year, the SPP served 42 students. Thirty-nine additional students will be added in fall 1990. Evaluations will be conducted to ensure that methods used accomplish project goals, and students will be evaluated after graduation. After 3 years, operations of the SPP will be taken over by the university. (A 26-page narrative is followed by budget information, handwritten student comments, a 6-year plan for a biology course, news articles, a project brochure, survey forms, and posters.) (KC)

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Eastern Washington University
Single Parent Project
Annual Report, 1990
Continuation Proposal

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Numerous practical barriers exist which prevent low income single parents from obtaining the higher education which would help them break the cycle of poverty. Lack of convenient or affordable housing and child care services, poor transportation, and other barriers create pressures on single parent students which force them to drop out of school despite their often high motivation to persevere. At this time, 7,263 area (Spokane County) families are receiving Public Assistance, most headed by a single parent. For many of these families higher education can provide a path out of poverty. If higher education is to be an achievable goal for low income single parents, then services are needed to mitigate the many problems that surface suddenly, might appear to be minor, but are sufficient to end a student parent's academic career.

The Single Parent Project was built on the successful efforts of the HOME Program (Helping Ourselves Means Education) in order to assure that the battle toward self-sufficiency would not be lost "for want of a nail." The SPP has been granted three years funding by the Fund for Improvement of Post Secondary Education (FIPSE) to provide an array of services and special programming to single parent students on public assistance. These are the project goals:

1) To remove barriers to entering and completing a higher education which face low income single parents.

2) To develop a success/excellence orientation in low income single parents to sustain them through their higher education and enhance their employability.

3) To develop a program for recruiting and retaining low income single parents that can be replicated at similar institutions of higher learning.

The Single Parent Project was developed in cooperation with the Washington State Department of Social and Health Services (DSHS) and the Department of Employment Security (ES) in order to coordinate with the state's new welfare reform effort, the Family Independence Program (FIP). This collaboration combines the resources of a state university with those provided

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by public assistance and state employment resources. On FIP, single parents receive an education incentive increase (5%) in basic support payments. Child care is paid and medical benefits continue. FIP enrollees are given cash for food instead of food stamps. They are eligible for student financial aid and the amount they receive is not deducted from the monthly financial assistance check.

The Family Independence Program has been under close scrutiny by the Washington State Legislature. It has been successful in meeting employment goals for clients but it has gone well over budget. As a result, new enrollment has been curtailed. The implications of this change will be discussed under "Coordination and Collaboration."

Four areas of focus for the Single Parent Project are:

1) Direct services to individual students and their families. This includes information, referral, assistance with resources, crisis response, mentoring, professional internships, and personal counseling.
2) Support services, which include social activities, support groups, interest groups, a drop-in center, and residential site groups.
3) Special programming which includes an orientation to campus life tailored to meet the needs of single parent students; workshops on topics such as time management, stress management, parenting skills; enrichment activities for families; summer programming for families; and workshops and classes supporting academic excellence.
4) To provide advocacy on campus, in the region and state for single parent students and to encourage students to develop skills to advocate for their common interests.

An area of special programming that may be unique to the Single Parent Project is the adaptation of the Berkeley Mathematics Workshop program. This model uses cooperative and collaborative learning to promote the achievement of excellence in even the most challenging courses. SPP is working with University faculty to adapt this approach to various academic disciplines.

The Single Parent Project is staffed by a Project Coordinator and a Project Assistant. Institutional linkage and supervision is provided by Co-directors, one on the Social Work faculty, the other Manager of Women's Programs. Practicum students and volunteers also participate in the Project. A Working

Committee made up of members of the local professional community, EWU faculty and Student Services staff oversees operation. The Project is housed organizationally under Student Services. An Executive Committee that includes SPP staff and key officials of DSHS and ES meet regularly to coordinate services.

During the first year, the Single Parent Project will have served thirty-five students. Thirty five will be added during both the second and third years. Formative and summative evaluation reviews will be employed to assure that methods used accomplish project goals. Student grade point averages will be tracked as well as student retention rate. After students graduate, SPP will maintain contact in order to assess the level of employment and the level of self-sufficiency achieved by students. During the first three years of operation, project functions are slated to be gradually subsumed as regular University programming. Toward this end SPP staff is providing input to the University's biennial, six year planning process.

This report covers the progress of the Single Parent Project during the first four months of operation, proposes continuation of the project into "Year Two," and outlines the challenges ahead as the work of implementation continues.

## BEGINNINGS

### Matters of Philosophy

In all things, our work has demanded a balance. The project has taken shape to fit the expressed needs of students while holding to a clear idea of identity and purpose. We listen and respond to ideas expressed by students but we take care not to take on every challenge or to climb on every bandwagon. A balance is sought between rigidity and loss of focus. Likewise, in a slightly different context, while we seek to promote student affiliation by encouraging participation in activities, we take care to avoid placing new demands on students already overburdened. We welcome students to all phases of project planning, implementation, participation and community interaction, but we are careful to remember that the purpose of the project is to serve the student, not the other way around. Frequently, we find that it is a mutually beneficial relationship. Our first intent as we work with students is to develop a relationship and, as relationships between students multiply, to develop a supportive community.

We believe in empowerment as an ideal and operationalize this concept by helping students to see the multitude of options open to them, by helping them to realize that they can make choices about their lives and by providing assistance and support as students implement the choices they have made. We avoid giving advice but instead struggle with students in an examination of possibilities We support whatever choice the student makes. We have affirmed a belief that individuals experience increased self-esteem as they experience success. To this end we assist SPP students in the building of self-esteem, confidence, and self worth by providing the needed support and resources as they work to attain personal success. At times we are like a base camp to student mountaineers. At other times, we are more like cheerleaders.

Theory into Action

A delayed start of project activities required that all things be done concurrently. Implementation and evaluation began as we mused about methods and philosophy. Two adequately sized campus offices were found in a building close to a site housing a number of single parent students. One office serves an administrative function. The other, across the hall, is a drop-in center. In appearance it is like a large living room. There is a play area for children. The coffee pot is always on and the space is staffed by the Program Assistant who is a welcoming presence to the students. The role of the Program Assistant has been broadened from a clerical position to one that of an assistant in all areas of programming.

Preliminary work was underway before staff was hired full time. A project brochure was developed in collaboration with DSHS and ES. Introductory presentations were made at the FIP service sites. A Community Service Block grant proposal was written and submitted in an effort to fund extensive renovation of campus housing.

Students began calling for information as soon as the phones were installed. An initial letter was mailed to 180 single parent FIP enrollees already attending Eastern Washington University. Four public presentations have been made in Spokane; two have taken place on campus. The brochure has been widely distributed. News articles have appeared in the campus paper (Easterner) and the local newspaper (Spokesman Review, see Addendum C). Visits have been made to agencies and offices that would be likely sources of referrals, such as HOME (both campus based and Spokane programs), Project

Self-Sufficiency, College Residential Initiative for Single Parents (CRISP), DSHS, EWU Help Line and the Minority Counselors on campus. To date, these efforts have been adequate to keep our phones ringing and our student numbers above our goal.

While on one hand we sought to build community through the development of relationships with students, on the other we worked at developing the forms and systems needed to track our students and document our work (See Addendum D). The intake form went through three developmental revisions and, as we use it, we see additional ways it can be improved. Students have participated willingly in the intake process, which usually takes one hour. After a formal intake, we have observed an increase in the level of the student's participation in SPP activities. We attribute this both to the formal commitment requested as part of the intake process and to the fact that the hour spent with each student builds the relationship with staff and, by extension, with SPP.

## COORDINATION AND COLLABORATION

One advantage linked to our location on a university campus is the availability of faculty, staff and students as resources to assist us in our work. Activities of one recent day demonstrate the vitality and effectiveness this team generates: Four faculty members, a visiting professor and a Project student sat at a table in the Administrative office in intense discussion about women, mathematics and achievement. Across the hall SPP students could be heard laughing and talking as they prepared a mailing. Elsewhere on campus a graduate student (not an SPP participant) was preparing to survey students and faculty about interest in a mentoring program. Downtown, two other students (also not SPP participants) were making inquiries about emergency child care resources for Single Parent Project students. As we tap campus resources, we multiply our efforts, effectiveness, and visibility.

Another example of this process occurred in the case of a particular student: The YWCA phoned the SPP about a shelter resident with two children who was fleeing from a threatening relationship. In the time span of one week, she was enrolled in the Family Independence Program, admitted to the University, and wait-listed for campus housing. Local resources were tapped to provide furnishings and she was settled in her new quarters a full six weeks before her classes would start (this through testing the flexibility of policy).

When it was discovered that she was in default $140. on a student loan, she might have faced eviction and the loss of this chance to complete her education. Instead, the Financial Aid office, Admissions and Advising collected money among themselves to cover most of the needed amount and donors in the community covered the balance. While such gestures of goodwill do occur spontaneously, it is apparent that advocacy by the Single Parent Project resulted in the coordinated assistance required in this case.

The greatest challenge faced by the Single Parent Project has been imposed by an "external" component: Washington State's innovative, much studied, tenuously funded Family Independence Program. The Single Parent Project was designed in collaboration with DSHS and ES to serve FIP clients. FIP clients are individuals on Public Assistance who receive support services and special benefits, outlined previously, to support their efforts to become self-sufficient through education, training, or employment. On May 1st, 1990, the Washington State Legislature imposed a "freeze" on new FIP enrollees at two of Spokane's three service sites (See Addendum C). This means that a decreasing number of FIP enrolled clients will be referred to the Single Parent Project. If we respond to this change by broadening our target group to include single parent students on general assistance, new strategies to assist students will have to be developed. The most serious implications in terms of diminished resources will be a decrease in child care funds available and a different set of rules governing the exemption of financial aid allocations from the student's monthly welfare check. DSHS staff members have already committed to train SPP staff and Financial Aid personnel in the steps we will have to take to protect a student from the imposition of financial penalties.

Single Parent Project staff meet on a regular basis with staff from ES and DSHS to coordinate services and to plan responses to policy changes that impact our work. Regular communication increases understanding and recognition of common goals. This foundation of trust also eases the process when it is necessary to advocate for the needs of a student.

Collaboration also occurs among a cluster of associated agencies. As a member of the Single Parent Task Force, SPP meets regularly with others who work to assist low income single parents. The collaborative and cooperative efforts of this group have been recognized, throughout Washington State and beyond, as a model that demonstrates the effectiveness of sharing resources, ideas and energy. This group has worked toward the passage of legislation

benefiting single parents and has supported the development of programs and services. Most recently, conjoint efforts have resulted in the approval of a grant proposal that will create a single parent resource center in Spokane.

Single Parent Task Force Members

Child birth and Parenting Alone (CAPA)
College Residential Initiative for Single Parents (CRISP)
Eastern Washington University, School of Social Work
Eastern Washington University, Helping Ourselves Means Education (HOME)
Spokane, Helping Ourselves Means Education (HOME)
Family Support Center, Lutheran Social Services
Jobs Education Center, Spokane Public Library
Project Self-Sufficiency

The Single Parent Project also benefits from a relationship with EWU's HOME program. We share a common Advisory Board which results in effective coordination and communication. Since both programs serve single parent students, we are able to combine programming, activities and speakers. Our efforts to facilitate change, such as our joint work for campus child care, has a greater impact when we work together. Student tracking is done cooperatively with HOME and the HOME newsletter serves all components of our overlapping student group.

## AN ANALYSIS OF STUDENT PARTICIPANTS

The Single Parent Project began serving students in January of 1990. This amounted to a four month delay in the start-up of the project. Thus, the goals of Year One have not been achieved as fully as anticipated in the planning stage. However, we are pleased to report progress in all elements of the project.

This analysis is limited to the eighteen students who have completed a formal intake process. An additional fifty-three students or prospective students have expressed interest in participating in the Single Parent Project and formal intakes continue to be scheduled. Our target, to be achieved by fall of 1990, is to have seventy students formally affiliated with the Project.

Demographics

We have exceeded our target in the number of students who have received direct services and in the number of students who have formally and informally affiliated with the project. Ninety-five students have made an initial contact with the project to date. Eighty-one students have informally affiliated with SPP, that is, they have told us they want to participate and are slated for a formal intake. Of this group, forty-three are current students and thirty-eight are potential participants, new students who will enter the University in Fall 1990. Formal "intakes" have been completed on 18 students.

The average and median age of the formally admitted participants is 37. Sixteen (88%) members of this group are white. One participant is black, one is Hispanic, to total 12% of the group of 18. The minority student population of Eastern Washington University is thirteen percent. While recognizing that our low numbers reflect the composition of the community, we are seeking to increase participation of ethnic minorities through contacts with the minority counseling centers on campus.

Sixteen (88%) of the group are female. Two (12%) participants are male. An additional three men have made contact with the project but have not participated in the intake process as yet. The remainder of the ninety-five who have made contact are female.

The eighteen students have a total of thirty-nine children; or 2.1 per family. Sixteen (88%) of the families are currently enrolled in the Family Independence Program (FIP). Two students have applications for Public Assistance pending. The families enrolled in FIP have, currently, been on Public Assistance an average of 28.5 months. This reflects a range from two months to six years. These families have received Public Assistance previously an average of 1.8 times for an average length of time of 17 months. Public Assistance was sought in the past after pregnancy, divorce or loss of employment. This data was gathered through self-report.

Ten of the students first enrolled at Eastern Washington University in the fall of 1989. Three started school in the spring of 1990. EWU entry date for the other students ranges back to 1986. Class level in school is shown in the following breakdown:

| | |
|---|---|
| Freshman | - 0 |
| Sophomore | - 3 |
| Junior | - 9 |
| Senior | - 2 |
| Graduate student | - 1 |
| Post Baccalaureate | - 1 |

Student-stated choice of major shows the pursuit of eleven different degree programs as follows:

| | |
|---|---|
| Education | - 5 |
| Psychology | - 2 |
| Radio/Television | - 2 |
| Pharmacology | - 1 |
| Mathematics | - 1 |
| Business | - 1 |
| Pre-Law | - 1 |
| Fine Arts | - 1 |
| International Affairs | - 1 |
| Social Work | - 1 |
| General Studies | - 1 |

The range represented in student choice of majors was unexpected. This information challenges our assumption that Social Work and Psychology would be career choices for a majority of returning students. It was expected, and confirmed, that many would choose the field of Education but the diversity of this group as a whole is surprising and encouraging. Goddard College Single Parent Project reports a similar range of majors among participants. This sample size does not provide a reliable indication of a trend but suggests that we examine our assumptions as we gather more information on our students.

Student Perspectives

In addition to providing us with demographic data, the formal intake process gives us information about the personal history of SPP students, and their perceived needs. This provides grist for the formative evaluative process as we develop responsive programming and it gives us baseline data with which we can compare student outcomes.

Students were asked how the Single Parent Project could best assist them in achieving their goals. Support, resources and participation in the academic excellence component of the Project were most frequently mentioned. Students responded (for example):

> "Academic Excellence. The juggling act gets hard. Sometimes I ask myself why I do it?"

> "Combat prejudice [against welfare recipients]. Make our plight known."

> "I need encouragement. I am super lonely and don't have any friends. It helps even when I just come by for a short conversation. I need some pats on the back."

> "By giving me someone to talk to when I am lonely and depressed. Hopefully, I'll come over before I am lonely and depressed."

> "I knew no one when I first came here. It was so hard. Now, I see women all over campus that I met at the project."

When asked to identify perceived obstacles inhibiting completion of their educational goals, students identified child care needs and parenting issues, financial needs, personal fears, as well as the need for motivation, time management and organizational skills. They told us:

> "My own fears create obstacles."

> "Afraid I might quit. [I have a fear] related to changing social classes."

"I always worry about child care. I don't think the powers that be realize it. Like when they are sick -- I missed ten days."

The need for the Single Parent Project was emphasized when students responded to the question, "Who provides you with encouragement and emotional support?" Of the eighteen questioned, ten said that no one provided them with support but themselves.

"Me, myself and I."

"Nobody. Myself. This has gone on my entire life. I'm used to it."

"I had a friend. We had a fight. Now it's just [my son] and me."

In the short term we hope to break the cycle of isolation, evidenced above, which results in limited physical and emotional resources and is disempowering. For many of our students these and related problems are not new. Nine (50%) described childhood homes where they experienced abuse, neglect and deprivation. Eight (44%) described growing up in poverty. When these students finish their education and establish self-sufficient households the inter-generational cycle of poverty will be broken.

"[I lived] with my grandmother until I was 10. Mom had six boys all born while she was in her teens. Mom took the boys and came out west when I was 10. Life with mom was bad from the start. Mental and physical abuse. Ran away at 14 and never went back. Lived with a friend who had a big family. Fit right in. When I got my high school diploma I went to see my mom. After four years [absent], all she said was, 'What do you want?'

"Mom was raised in Oklahoma during the depression. Pickin' cotton. Flour sack dresses. This toughened her. Made her spunky. Maybe a little bitter... I think they have lost the will to accomplish. They think that the rich are bad and the poor are good. College folks are 'way up there' in their eyes. My dad says 'A man is rich in proportion to what he can do without.'

"Isolated...I was ridiculed and made fun of. As an adult I learned little by little that I wasn't too dumb after all."

"...below poverty. Our house was a shack. Dad earned $500. in a good month. He was a farm worker, a hired hand. Lived on the owners property. There was a definite class difference."

Eleven students (61%) are the first in their families to attend college. Eight students describe their families as middle class economically. One says his parents were well off. The information we have gathered up to this point will assist in planning and serve as a base line against which future accomplishments will be gaged.

What we've learned.

We have tried to weave references to our growing pool of knowledge throughout the narrative to this point. We have established that our participants are indeed low income people. We have determined that many of them were raised in poverty and many have survived harsh childhood experiences. As we track our students through their experience in higher education and beyond into the work place, we will be able to see how a college degree changes their economic status. Those who do not complete their educational program will provide a comparison group, as one evaluation component of the project. We will also compare Project participants with FIP enrollees who do not attend a four year institution of higher learning. Over time the information we gather will test the premise that higher education provides a path out of poverty for low income people that is effective as well as cost-effective.

We are learning more about the social/emotional needs of our students. Again and again in group discussion and in counseling the issue of trust comes up. Many of our students have been victimized in the past and, as a result, are slow to trust. While caution is warranted in new relationships, it can be a hindrance when it shifts toward suspicion, an inclination to always believe the worst in a situation, or a tendency to generalize to an unlikely conclusion from a single unexamined case. The issue of trust and the resulting mis-perceptions can have a negative impact on classroom performance but, once identified, can be dealt with in support groups and individual counseling.

Additionally, as students grow academically, early fears are expected to subside.

## MAJOR PROGRAM COMPONENTS

### Student Support Groups

In an effort to meet the needs of students with varying schedules, support meetings were set at four different times during the week. One of these groups was designated as a planning group. Students have been asked to participate in planning current activities and to assist in long range planning, particularly as we set up the first year's summer activities. The planning group has ongoing involvement from four students. Another group "Taking Off" has been initiated for students concerned with body size issues. Two students participate regularly in this group which has been meeting for three weeks.

The other groups have had very sporadic, inconsistent attendance despite evaluations that told us the groups were "excellent" and met the students needs. We responded by lowering our expectation of student participation, designating the former "group" times as "Student Support" generically, inviting students to drop in at those times if they wanted to talk. We set aside our expectation that we would run formal groups on schedules as we cannot predict if anyone will show up. We noted that student participation was greatest at special events and at non-scheduled times. Students seem to prefer the freedom to drop in when they wish. Single parent students have multiple priorities which sometimes conflict and often find themselves unable to keep non-essential commitments. Student participation is of concern to staff since the model for community development we conceptualize is based theoretically on the idea that participation is related to a sense of affiliation and connectedness. In the words of a student, we best succeed when "everyone is given a sense of involvement." This is the foundation for the supportive community we hope to develop. We will continue to examine this assumption and to consider alternatives. Informational mailings and "telephone circles" have been used to supplement direct contact. Students have identified themselves on wall maps so that neighborhood groupings can be seen. The intention is to use various means to establish community ties.

Residential Sites

At this time, four project students and their children live in nearby campus family housing. These are very small apartments (not unlike a motel with bedroom and kitchenette) which create cramped living quarters but students say the convenience to the campus and the Single Parent Project make it a liveable arrangement for the short term. Most SPP students in campus family housing are on a waiting list for subsidized housing in the community.

A Community Development Block Grant proposal was developed by project staff and submitted in November, 1989, requesting $107,400 to remodel campus family housing, changing one bedroom units into two bedroom units. This would have supplemented the $50,000 that the university has committed to the renovation of this housing. This proposal was ultimately not funded but will serve as a guide as we seek other sources of funding to further improve campus family housing.

Students in this campus residence have loosely organized themselves into a supportive network with little direction from the Project but based on the fact that they became friends while attending Project meetings and activities. Last week one SPP student brought hot tea to her neighbor, an SPP student ill with stomach flu. This simple act of kindness shows caring and support between students evolving toward our vision of a supportive community.

It is expected that project participants in other housing sites in Spokane (Liberty Park) and Cheney (Parkview and others) will go through a similar process as people meet their neighbors during project activities and are shown how they can share company, child care, transportation and other resources. The next step is formal organization of these site groups. This is another area where we must find a balance, in this case, between intervention and letting the groups evolve more spontaneously as need and student desires dictate. Opportunities for project involvement will be monitored.

Academic Excellence

This component moved into implementation quickly when Uri Treisman was invited to campus in February of 1990. He met with SPP students, faculty members and presented an all-campus lecture. Twenty faculty expressed interest in the model of collaborative, cooperative learning developed at Berkeley in the Mathematics Workshop. They attended a dinner held for Uri

Treisman at which questions were answered and brainstorming was encouraged. Application of the Treisman model to single parent students living in poverty requires unique methods or in Professor Treisman's words "new solvings."

One concern unique to our group is how to use a method proven effective in higher mathematics with students who drop out of mathematics after completing the General University Requirement's (GUR's) which are at a developmental level. If we adapt our focus to students who are working at the GUR level, then we have a dilemma posed by the fact that a large number of project students are transfering in as Juniors. The majority of transfer students will have completed GUR work in mathematics. In response to these issues, the mathematics component of academic excellence is evolving toward the creation of a series of workshops that start out addressing basic deterrents to excellence in mathematics. As these students advance, the original plan for an experimental calculus class based on the Berkeley Mathematics Workshop model can be implemented.

Three core faculty have been identified who will develop experimental sections in biology and English, as well as mathematics and to test application of Treisman's ideas on the EWU campus. They are submitting formal proposals to SPP outlining their plans (See Addendum B). Single Parent Project students will be funnelled toward these classes, which will be open to non-Project students, as well.

Activities

Orientation - The first Orientation specifically for SPP students was held just prior to spring quarter 1990. Four individuals (3 new students and one future student) attended the full day event. Morning topics included Survival Skills, The Excellence Factor, and Choosing Classes with Confidence. In the afternoon students were led on a campus tour and were given an overview of the campus library. Upon evaluation three students rated the experience as "Excellent." One described it as "Very good." Staff from the Advising Department assisted in the orientation. One student wrote, " The Advising staff's participation and welcoming advice eased my tension as a new student. " Another wrote, "I feel more confident about attending college."

Workshops - Working in collaboration with EWU's HOME Program workshops for SPP students and others have been held bimonthly. Topics have included: Developing a Community Garden, Dealing with Difficult People, Time Management, Parenting, and Community Resources. These workshops have all been held on the EWU campus. As we identify more students at common residential sites, we will be able to carry out a plan to hold sessions in the community.

Mentoring - SPP students and potential faculty mentors have been surveyed to determine the amount of interest in a mentoring program. Of those who responded 90% (N=29) were affirmative; 62% (N=20) said they would like to be mentored and 28% (N=9) indicated an interest in the program. Twenty surveys were mailed to faculty and staff who had in the past expressed an interest in being a mentor. Only six (30%) responded with interest in mentoring at this time. The SPP response to this potential dearth of mentors will be a broadening of our mentor pool to include additional faculty members, community members, and SPP alumnae. A mentor training will be held Fall quarter, 1990, and the first student/mentor matches will be made at that time. Ten student/mentor pairs will be arranged during fall and winter quarter. The first pairs will be closely monitored and evaluated. The information we gain will be used to expand this element of the project.

Summer Programs - The Parent/Child Art Experience and a summer camping experience, survival skill training have been scheduled. Yet, to be scheduled are Parent/Child Science experience, Leadership Spokane, and Project Self-Sufficiency. This first summer of scheduled activities will show us the approximate participation level we can during that period. If we are successful this summer, the relationships forged will result in stronger ties with the project that will pay off during the school year ahead.

Internships - At this time, only a few students have expressed interest in internships. One problem with this component is that the SPP proposal limits internships to summer. If summer internships are taken for credit, students are hindered by the fact that financial aid is less available during this period. We have consulted with the Center for Extended Learning, which oversees internships, and have been advised to promote year round internships. The

learning that will come from internships is vital to our students. Since our goal is for 90% of SPP students to complete an internship, expanding this component to year round will make that goal more attainable.

Career Development - This element of the project is carried out by each student's case coordinator in the Division of Employment Security. Each student has developed an approved work/training plan and receives career planning assistance. The Project will supplement these efforts as students near graduation by holding workshops that cover resume writing, interviewing, and job finding skills. Two such workshops have already been scheduled for next fall.

Student Generated Activities

Students have expressed interest in being a voice for low income people. They have lobbied in support of the Family Independence Program when the future of FIP was being debated during the recently concluded legislative session. They have joined campus efforts to develop a campus child care center. To rally support for this effort, the Project (with HOME) co-sponsored Children's Day, April 6, 1990. Students with children were invited to bring them to class in order to show how many children need campus-based child care. In the morning, 150 parents and children gathered for a parade through the administrative office building where they were addressed by a University Vice President. The parade continued to the Student Union Building where the Mayor of Cheney addressed the group. The children were entertained with songs, stories and puppets. At the end of the day, the Single Parent Project held a potluck. Press and television covered Children's Day which is expected to be an annual event (See Addendum C for clippings).

SPP students continue to show commitment to the project in tangible ways. Recently, a participant brought in a survey form that she had developed on her own. A great deal of thought and time went into her work which was aimed at further clarifying student needs and determining how the project could better meet them. The survey showed a level of understanding best derived from experience as a single parent and communicated with style and wit. We encourage initiation of this sort.

Students have also created and supplied the "Not So Secret Closet" with household items and children's clothing. This is a resource that will be made

available to those with a need. Donations are also being sought for clothing that might be appropriate for job interviews, giving testimony and attending public events.

## EVALUATION

Referencing the original proposal, pages 20 to 25 detail the evaluative component of the Project. Both formative and summative evaluations will take place during the three year project period and will serve as a means of adjusting the project plan as necessary. The formative evaluation components done along the way inform the content and format of the summative evaluation. Data will be collected on an on-going basis. To date the following formative evaluation pieces have been conducted as well as the mentor survey and intake process described previously.

| "Overall" Assessment of Activities | Rating |
|---|---|
| Academic Excellence (Treisman) meeting | 7 Excellent, 2 Very good |
| Support Meetings | 16 Excellent, 8 Very good, 1 good. |
| Orientation (noted previously) | 3 Excellent, 1 Very good |
| Children's Day Potluck | 5 Excellent, 3 Very good, 1 good |

Participant tracking (current criteria - demographics, academic performance and retention rate). Findings: The eighteen formally admitted SPP participants carry a cumulative grade point average of 2.9 and for winter quarter average 3.0. As of now, the Registrar's office has been unable to supply GPA figures for the campus as a whole. To date student retention has been maintained at 100%. The success rate (obtaining a job and leaving the welfare rolls) will be measured through the outcome evaluation. It is our intention to maintain ongoing contact with graduates.

Students are coming into the Drop-in Center at a rate of between four and six students a day. Student requests for personal counseling are increasing. Four students have been seen for individual counseling. Two students are coming in on a weekly basis for counseling.

Participant Evaluation

One evaluative component of the Project calls for interviews to be conducted with students by faculty members to determine how well project goals are being met. Since we are still in the process of conducting entry interviews (intakes), it is premature to carry out this element of evaluation now. Once in place, every participant will be interviewed in a small group setting to discuss what in the project is working for them and what is not, what they want more of and what should be changed or eliminated. The interviewers will be faculty volunteers, each of whom will conduct two or three small group sessions. Because student input is invaluable to the process of further program development we have asked students to fill out a page asking "How are we doing?" Student responses to this question are included in Addendum A.

Twice students have offered unsolicited written evaluation reflecting their initial reaction to contact with the SPP. One single parent who plans to enter the university next year wrote to say, "Thanks so much for the letters that are keeping me up to date with the Single Parent Projects growth. It is wonderful watching (even at my distance) the Single Parent Project grow. What a wonderful gift." Another used her experience with the Project as a basis for a paper on the "best group" with which she has been associated. (Full text of both in Addendum A). She described the participatory style of the project as a key to its success. "...the opportunity for everyone to share ideas is a major factor in the success of the Single Parent Project. The leader is willing to listen and is open to change...As long as attention is given to every member of the group, to allow them to express their individual views and goals, groups survive better..."

Long Term Goals

An outcome evaluation to demonstrate whether or not higher education is an effective route out of poverty will be conducted to assess long term outcomes. A state-wide analysis of students on Public Assistance shows that those who obtain a four year degree will earn 36.2% more than an individual with a high school diploma and 22.5% more than an individual with a two year degree. A college graduate taxpayer will pay back the amounts received in AFDC and Medicaid in only 6.4 years of full employment (Norm Zimlich, Seattle

Office of Analysis and Inspections, U.S. Dept. of Health and Human Services). It is expected that the long term outcomes for SPP students will show similar resultsis a visible way. It is anticipated that six to eighteen months of interaction with the labor market upon graduation will be required for SPP participants to settle into a job that could be considered stable or a career path. In order to maintain contact with SPP alumnae, we have asked students to identify a relative or friend who will be likely to be living in the same place for the next five years. Students then sign a letter asking this person to disclose the students whereabouts to us in the future. This mechanism will assist us in tracking this very mobile group. (Note: Single parents are not so likely to leave the Eastern Washington area but very likely to change residence several times in the next five years.)

The summative evaluation comparison data will initially be collected and analyzed by the end of the grant-supported period (year three) and presented to the University and others as further evidence of program effectiveness. Much of that data will be viewed as preliminary findings since the ultimate benefit of participation in SPP is anticipated to require graduation plus approximately one year to be observed and measured.

The long term outcomes we anticipate are as follows:

-- 85% of the participants will leave the welfare rolls within five years of graduation and remain off welfare.

-- The employability of participants graduating from the program will be significantly greater than FIP enrollees statewide.

-- 80% of program graduates will earn at least 10% more than others leaving the FIP program statewide.

-- 85% of the participants will state that the program enhanced their leadership ability, their family life and their involvement in the community.

This information will be obtained by way of a mailed survey form which will collect demographic information, scaled responses and qualitative responses. Follow - up telephone calls will be made to those who do not respond to the mailing.

Cost Effectiveness

Project cost-effectiveness is greatly enhanced by our placement on a university campus. Well over 150 hours of faculty and staff time have been donated by more than 20 individuals. Students from the campus at large have volunteered more than 60 hours to the project. Participating students have given more than 50 hours time in our office covering the phones, stuffing envelopes, painting posters and other activities. Our location on a university campus gives us access to services, volunteers and other sources of support that enhance our cost effectiveness.

Eventual financial savings to the university will be demonstrated if we can show an increase in student retention rates for SPP students as compared to the rate for the general student body. At 100% currently, we have a good start. The state legislature monitors enrollment and retention rates at the institutions of higher education and takes these figures into consideration in its funding decisions.

If our students do, in fact, leave public assistance at the rate we project, we will be able to demonstrate great savings to the State of Washington. When other costs associated with poverty are factored in (mental health treatment, child protection services, juvenile justice, substance abuse treatment) the resulting dollars saved should present an effective case for similar projects supporting public assistance recipients in achieving a higher education. Data will be collected from the DSHS and ES to compare the earning rate of present FIP enrollees who are not obtaining college education with the SPP graduates. Both short and long term comparisons will be made.

Continuing After the Grant

The greatest uncertainty we face as we work toward institutionalization of the Single Parent Project is related to ongoing changes in the administration of Eastern Washington University. Twice during this academic year a seated or acting President has left the university. During the same time two individuals have vacated the position of Vice President for Student Services, under which this project is housed. A search for a new President and Vice President is underway now. After the hiring process is complete, SPP staff are in the position of starting over in the building of relationships and alliances. It is difficult to anticipate the degree of support that will be proffered, but we plan to continue to insure that positive attention is focused on the Single Parent Project so the results of our work will be known to the university

administration and the functions of the project become part of Eastern's on-going services to students.

During the executive search processes SPP staff and single parent students have sought to keep the issues that concern us on the table. A new Vice President for Student Services will likely be on board by Fall of 1990. The Presidential search will continue into the next academic year with an interim President appointed for the short term.

In a general sense, independent of current administration turn-over, is the fact that "continuing after the grant" will be based on SPP placement in the university's long term operations plan. EWU is presently in the initial stages of a six year planning process. The Working Committee has forwarded recommendations to the Vice President of Student Services for inclusion in the University Six Year Plan (Addendum B). This proposal recommends that (after the grant) the Single Parent Project and HOME (Helping Ourselves Means Education) be housed administratively under Student Services, that programming be conceptualized as "services to non-traditional students" with additional staff provided so that distinct functions would be protected, and that the empowerment/participatory philosophy and structure of the programs be maintained.

## DISSEMINATION

Dissemination has been occurring concurrent with development through meetings, public testimony, preparation of abstracts and papers for conference presentation and participation in collaborative efforts to meet the needs of single parent students. The Treisman visit in February provided a format for introducing SPP to the University community. A presentation about our work has been made to EWU's Council of Academic Deans and we have twice appeared before the Board of Trustees.

At the regional level, a presentation was made at a meeting of the National Association of Social Workers (This meeting was video taped for later showing to the Higher Education Committee and to state legislators.) We have also presented information before the Governor's Interagency Task Force on the Status of Women.

International exposure of our work occurred in May of 1990, at the Symposium on Work, Stress, and Family Life at the University of Washington

where we were represented on a panel discussing "Support Needs of Single Parents: A Model from Academia."

Recently Eastern Washington University was awarded a plaque based on the efforts of the Single Parent Project and HOME on behalf of single parents, for supporting the Family Independence Program and for testimony at state hearings. State Representative John Moyer presented the award to the Project Coordinator at a meeting attended by more than 250 community members, legislators, and state employees.

Working together with HOME, SPP staff members have been instrumental in efforts to pass legislation of benefit to single parents statewide. Testimony presented by a project Co-director and the HOME Coordinator before the House Committee on Higher Education supported three bills introduced this session. One would have provided state funding to colleges and universities to create pilot programs to assist single parent students, another would have given single parent students second priority for a specific loan fund, and a third, which passed, has resulted in the creation of a state-wide coordinator to help colleges and universities create cost effective programs for single parent students using existing resources. A state resource manual for single parent students will also be developed.

Versions of this paper, and future reports, will be distributed to local legislators, University officials, administrators and staff at DSHS and ES, and to others. This report will provide the basis for a paper to be presented at the University of Kentucky, June 10, 1990. A grant from the University Foundation is funding the trip to Kentucky.

In the fall, 1989, issue of Public Welfare, Douglas North describes the Single Parent Project in an article titled "Widening Horizons by Degrees." SPP is also described in the published proceedings of the 1989 National Conference, "Single Parents and Self-Sufficiency: Implications for Welfare Reform."

Professor Heather McKeon, a participant in the Academic Excellence component of SPP, has plans to publish the results of her work in Biology which will be based on the Berkeley Mathematics Workshop model developed by Dr. Uri Triesman. Project staff will continue to look for opportunities to publish and present papers based on our work.

Overview

In Year Two, it is proposed that the Single Parent Project continue working toward the goals described in the original proposal and reiterated in this report. Formative evaluation results have informed the programming shifts we propose below. Project staff will continue to assess student needs and adjust program plans accordingly. This is not expected to result in shifts from original goals and objectives but represents a "fine-tuning" of programming to reflect feedback and changing realities while maintaining the original goals.

Project staff will continue to develop linkages and coordinate efforts with other area service providers, to establish contacts with programs doing similar work in other states, and to further relationships with campus faculty, staff and administrators, as well as with elected officials.

Staffing

The role of the Project Assistant has developed well beyond the "clerical position" described in the original proposal. At this time, the Project Assistant handles all initial contacts with students, screening to determine eligibility for SPP, and providing needed guidance to resources and systems. Additionally, she handles student record keeping, budget management and the organization of office files. She attends all official meetings, supervises student office volunteers and manages all other basic clerical functions. On May 1st, the hours for this position were extended to full time under our request for budget revision. We propose that this position be maintained at full time in years two and three.

Objectives for Year Two

It is proposed that we continue the triad of services and special programming outlined in the Program Description, briefly, 1) Direct Services, 2) Support Services, 3) Special Programming. The following specific objectives have been identified to assist us in reaching our goals for Year Two:

Direct Services

1) Seventy students will be formally admitted by the end of Year Two.
2) Ten students will visit SPP weekly on a drop-in basis.
3) On a weekly basis, a minimum of five students will request information or assistance with resources.

4) During fall and winter quarter ten students will be matched with mentors. If these matches prove successful, ten additional students will be matched with mentors spring quarter.
5) During fall and winter quarter ten students will be placed in professional internships. Ten additional students will be placed during spring quarter and ten more will be placed in summer.
6) A case load of six students in individual counseling will be maintained. This total could increase if a graduate practicum student is added to the staff.

Support Services

1) Support groups will continue to meet weekly. Specialized groups will be developed on specific topics. At least ten students will attend a project meeting each week.
2) Planning meetings will take place weekly with a minimum of 5 students participating.
3) Students will continue to participate efforts to change the status quo. These efforts would include the establishment of a campus child care center, improving the public's perception of welfare recipients, and working toward legislation that meets the needs of single parent students. At least ten will participate in work for change during the year: organizing, testifying, writing letters, attending a meeting, being interviewed.
4) Residential sites will be monitored and, if warranted, groups will be formalized at the sites.

Special Programming

1) An Orientation Program and support activities will be held prior to Fall quarter 1990.
2) A series of weekly programs will be planned around themes identified by students.
3) At least two experimental classes based on the Treisman model will be in place winter or spring quarter. Each quarter at least two (2) academic excellence workshops will be held on topics such as "Achieving Excellence in Mathematics", "Critical Thinking Skills," "Accomplishment and Self-Esteem."
4) At least two (2) workshops each quarter will provide information about entering the work world.

5) At least thirty students will participate in summer enrichment activities. These include a camping trip with a survival skills program, a Parent-Child Art Experience, a Parent-Child Science Experience, Project Self-Sufficiency, and Leadership Spokane. These specific activities may be modified based on our experience during summer 1990. We have considered unifying some of the specified activities into a Summer Institute on Excellence, in 1991, that would take place over several weeks.

Budget

Budget Revision Narrative

Budget Detail

Budget Revisions, Narrative

The changes proposed below will not result in a net change in funds requested from FIPSE. Because Washington state hiring procedures require a lengthy search for administrative positions, the Project Coordinator was not hired until December 1989. The Project Assistant started work in January. Consequently, there are savings from the hiring delays that are sufficient to cover the revisions requested. In addition, some of the funds remaining from the year one (8/1/89 through 7/31/90) grant period reflect the various components of the summer programming (i.e., survival skills camping experience, etc.) which will be conducted in August 1990 when the year two budget begins. The carry-over from year one totals $41,316.

We propose that a portion of the carry-over from Salaries and Wages in year one ($24,514) be applied to salary and benefits in year two to allow the Project Assistant to continue on a full time basis as discussed above. This includes a $5,112 increase in the amount allocated for the salary of this position in year two. Additional expenses include a concomitant increase in benefits and an accompanying civil service periodic increment raise (ca. 5%) which becomes effective after six months of employment and a comparable worth (ca. $30/month) increase that becomes effective on July 1, 1990. Cost of living increases, effective on January 1, 1991, will be incumbered by the University.

Additional savings in the Salaries and Wages category are proposed for use in other budget line items and for an increase in the academic year faculty salary ($14,275) and benefits (ca. $3,855). The following requests apply the remaining carry-over to the year two budget.

Estimated Benefits for the administrative and civil service (i.e., coordinator and assistant) in the original FIPSE proposal are too low. Actual benefits are running ca. 34% for these personnel. While the combined carry over and year two request total $18,613, an additional $1,476 needs to be moved from the salary savings to cover this increased expense.

The Travel category in year one as a carry-over of $1,852. It is proposed that this amount be applied to the year two travel budget to be used for faculty site visits as originally proposed. However, based on Treisman's recommendation, the site visits will not longer be in California and therefore travel expenses and time traveling are estimated somewhat higher than in the original budget. At least one of the Treisman visits will occur in New York, and at this time the remaining site locations are undetermined. A trip to the University of Washington is also proposed for Heather McKean, a faculty member participating in the Treisman program (see Addendum B - Academic Excellence Proposal, Biology for further clarification). Also requested is an increase in the Travel budget to allow both SPP co-directors to attend the annual Director's Meeting in Washington, D.C. This is an increase of $1,049. Funds totaling $2,405 will need to be transfered from unexpended Salary and Wages in year one to cover all travel costs proposed for year two.

The year two Consultant budget is estimated at $10,923. No new specific line items have been added, however, several are carried over from year one. Unexpended funds from year one ($6,049) and the original year two request ($4,874) will cover the revised request.

Finally, it is proposed that $1,410 from the year one carry over in Salary and Wages be allocated to project costs as listed below. These costs are in keeping will an initial modification of the year one budget which became effective on May 1, 1990.

Postage, $300. Justification: Frequent mailings are necessary to communicate with our expanding student group. No money was allocated to postage in the original budget. We anticipate 15 mailings this year, to an average of 70 students.

Telephone, $310. Justification: The University committed to provide one base phone and long distance charges. The project needs two telephones and an increase in the allocation for long distance.

Printing, an additional $700. This total includes two thousand brochures @ $212; letterhead @ $102.50; business cards @ $55, posters @ $63, and general copying @ $267.50.

Office Supplies, an additional $100. The SPP's needs have extended beyond the $480 allocated by FIPSE and EWU. An additional allocation of $100 will allow the SPP to complete each year with all the various supplies needed.

## BUDGET

| | Year 1 | Year 2 |
|---|---|---|
| BUDGET ITEMS (FIPSE costs only) | | |
| A. Direct Cost: | | |
| 1. Salaries & Wages (Professional & Clerical) | $23,072 | $67,183 |
| 2. Employee Benefits | 7,845 | 21,109 |
| 3. Travel | 1,977 | 5,806 |
| 4. Equipment (Purchase) | | |
| 5 Materials & Supplies | 384 | 1,296 |
| 6. Consultants or Contracts | 3,869 | 10,923 |
| 7. Other (Equipment rental, printing, etc.) | 8,870 | 8,870 |
| B. Indirect Costs: | 3,682 | 9,215 |
| TOTAL Requested from FIPSE | $49,699 | 124,402 |
| TOTAL Requested from FIPSE (Years 1-3) | $258,855 | |
| Institutional Support (Project costs not requested from FIPSE) | $547,713 | $822,401 |

YEAR 1 STATUS REPORT

Amount of Award: $91,014

| Categories | Original Proposed Budget (81/189 - 7/31/90) | Revised Budget - Submitted to FIPSE and effective 5/1/90 (8/1/89-7/31/90) | Actual Expenditures (8/1/89 - 4/30/90) | Projected Expenditures (5/1/90 - 7/31/90) | Carry-over (to Year 2) |
|---|---|---|---|---|---|
| Salaries & Wages | 48,996 | 47,586 | 12,656 | 10,416 | 24,514 |
| Benefits | 13,229 | 13,229 | 4,154 | 3,691 | 5,384 |
| Travel | 3,829 | 3,829 | 846 | 1,131 | 1,852 |
| Equipment | -0- | -0- | -0- | -0- | -0- |
| Materials and Supplies | 740 | 840 | 442 | (-58[a]) | 456 |
| Consultants | 9,918 | 9,918 | 1,363 | 2,506 | 6,049 |
| Other | 7,560 | 8,870 | 1,170 | 7,700 | -0- |
| Total Direct Costs | 84,272 | 84,272 | 20,631 | 25,386 | 38,255 |
| Indirect Costs | 6,742 | 6,742 | 1,651 | 2,031 | 3,061 |
| Total Year 1 | $91,014 | $91,014 | $22,282 | $27,417 | $41,316 |

[a] deficit in office supplies will be corrected with contributed funds

BUDGET

Year 2

| | Year 2 | Carry over from Year 1 to Year 2 | Year 2 Revised |
|---|---|---|---|
| A. Direct Costs: | | | |
| 1. Salaries & Wages (Professional and Clerical) | $48,996 | $24,514 | $67,183 |
| 2. Benefits | 13,229 | 5,384 | 21,109 |
| 3. Travel | 1,549 | 1,852 | 5,806 |
| 4. Equipment | | | |
| 5. Materials & Supplies | 740 | 456 | 1,296 |
| 6. Consultants | 4,874 | 6,049 | 10,923 |
| 7. Other | 7,560 | | 8,870 |
| B. Indirect Costs | 6,156 | 3,061 | 9,215 |
| TOTAL | $83,104 | $41,316 | $124,402 |

## FIPSE PROJECT RENEWAL BUDGET

| | YEAR 1 | | YEAR 2 | |
|---|---|---|---|---|
| | FIPSE | CONTRIB. | FIPSE | CONTRIB. |
| SALARIES & WAGES | | | | |
| Project Director | | | | |
| Dr. Keetjie Ramo | | | | |
| $4,807/mo x 8% x 5 mo. | | $1,923 | | |
| Co-Project Directors | | | | |
| Chris Jacox-Kyle | | | | |
| $2,588/mo x 8% x 7 mo | | $1,450 | | |
| $2,588/mo x 8% x 12 mo | | | | $2,071 |
| Jennifer Stucker | | | | |
| $2,808/mo x 8% x 7 mo | | $1,573 | | |
| $2,808/mo x 8% x 12 mo | | | | $2,696 |
| Project Coordinator | | | | |
| $302 (part time 12/89) | $302 | | | |
| $297 (full time 12/89) | $297 | | | |
| $1983/mo x 100% x 4 mo (1/90-7/90) | $13,881 | | | |
| $1,983/mo x 100% x 12 mo (8/90-7/91) | | | $23,796 | $1,190 |
| Program Assistant | | | | |
| $1,458/mo x 75% x .75 mo (1/90) | $843 | | | |
| $1,458/mo x 75% x 3 mo (2/90-4/90) | $3,282 | | | |
| $1,458/mo x 100% x 2 mo (5/90-6/90) | $2,916 | | | |
| $1,551/mo x 100% x 1 mo (7/90) | $1,551 | | | |
| $1,551/mo x 100% x 12 mo (8/90-7/91) | | | $18,612 | $931 |
| DSHS | | $26,400 | | $27,720 |
| Employment Security Case Coordinator | | $24,000 | | $25,200 |

| | YEAR 1 | | YEAR 2 | |
|---|---|---|---|---|
| | FIPSE | CONTRIB. | FIPSE | CONTRIB. |
| Program Manager Women's Programs | | $6,513 | | $6,839 |
| Academic Year Faculty | | | $24,775 | |
| Spokane H.O.M.E. | | $1,800 | | $1,800 |
| TOTAL SALARIES & WAGES | $23,072 | $63,659 | $67,183 | $68,447 |
| BENEFITS | | | | |
| Prog. Coordinator & Prog. Assistant (34%) | $7,845 | | $14,419 | $721 |
| All others (27% average) | | $17,188 | $6,690 | $17,908 |
| TOTAL BENEFITS | $7,845 | $17,188 | $21,109 | $18,629 |
| TRAVEL | | | | |
| Trip for Heather McKean visit Treisman's Program (New York) | | | | |
| Air Fare ($426 x 1 faculty) | $426 | | | |
| Per Diem ($141/day x 5 days x 1 faculty) | $705 | | | |
| Trip for Heather McKean to visit the University of Washington | | | | |
| Air Fare ($170 x 1 faculty) | | | $170 | |
| Per Diem ($94/day x 2 days x 1 faculty) | | | $188 | |
| Trip to visit Treisman's Program (various sites) | | | | |
| Air Fare (ca. $550 x 2 faculty) | | | $1,100 | |
| Per Diem ($125/day x 5 days x 2 faculty) | | | $1,250 | |
| Trip to Olympia to work with Higher Education Coordinating Board | | | $500 | |
| Trips to National Conferences for Dissemination of Information | | | $500 | |

| | YEAR 1 | | YEAR 2 | |
|---|---|---|---|---|
| | FIPSE | CONTRIB. | FIPSE | CONTRIB. |
| Co-director's trip to state capitol (Olympia) to present testimony and participate in Governor's Interagency Task Force on the Status of Women | | $580 | | |
| Coordinator's trip to Lexington, KY, to present a paper at the upcoming conference *Education and Training: Route to Self-Sufficiency for Single Parents* | | $840 | | |
| Co-director's trip to Seattle, WA, conference *Work/ Stress/Family Life* | | $190 | | |
| Co-director's trip to NASW conference in Portland, OR | | $300 | | |
| Project Director's trip to FIPSE meeting in Washington D.C. Year 1 | | | | |
| Airfare ($338 x 1 person) | $338 | | | |
| Per Diem ($474) | $474 | | | |
| Other travel expenses | $34 | | | |
| Co-Project Directors' trip to FIPSE meeting in Washington D.C. Year 2 | | | | |
| Airfare ($450 x 2 persons) | | | $900 | |
| Per Diem ($121/day x 4 days x 2 persons) | | | $968 | |
| Ground transportation ($40 x 2 persons) | | | $80 | |
| Registration ($75 x 2 persons) | | | $150 | |
| TOTAL TRAVEL | $1977 | $1,910 | $5,806 | |
| MATERIALS & SUPPLIES | | | | |
| Academic Excellence Workshop Materials | $44 | | $956 | |
| Office Supplies | $340 | $240 | $340 | $240 |
| TOTAL MATERIALS & SUPPLIES | $384 | $240 | $1,296 | $240 |

| | YEAR 1 | | YEAR 2 | |
|---|---|---|---|---|
| | FIPSE | CONTRIB. | FIPSE | CONTRIB. |
| EQUIPMENT | | | | |
| Macintosh computer and software | | $3,000 | | |
| TOTAL EQUIPMENT | | $3,000 | | |
| CONSULTANTS | | | | |
| Contract with Treisman's Program to implement Academic Excellence Component | $1,363 | | $3,181 | |
| Summer Programming | | | | |
| Spokane Art School | $1,130 | | $1,130 | |
| Survival Skills Camping Experience (for older children) | | | $1,696 | |
| Survival Skills Camping Experience (for younger children) | | | $640 | |
| Project Self-Sufficiency | $430 | | $430 | |
| Leadership Spokane | | | $2,400 | |
| Basic Leadership Skills Workshops | $250 | | $250 | |
| Parent/Child Science Experience | $696 | | $696 | |
| Mentor Training | | | $500 | |
| TOTAL CONSULTANTS | $3,869 | | $10,923 | |
| OTHER | | | | |
| Printing | | | | |
| Evaluation materials | $60 | $60 | $60 | $60 |
| Brochures | $212 | | $212 | |

| | YEAR 1 | | YEAR 2 | |
|---|---|---|---|---|
| | FIPSE | CONTRIB. | FIPSE | CONTRIB. |
| Other printing needs | $488 | | $488 | |
| Postage | $300 | | $300 | |
| Telephone | | | | |
| $17.45/mo x 12 mo base | | $210 | | $210 |
| SCAN system (long distance) | | $150 | | $150 |
| Second phone @ $17.45 x 12 mo base | $210 | | $210 | |
| SCAN system (long distance) | $100 | | $100 | |
| Basic DSHS Grant | | $307,152 | | $599,616 |
| H.O.M.E. Newsletter | | $72 | | $130 |
| ES Emergency Grants | | $2,500 | | $2,500 |
| Housing Remodeling | | $50,000 | | |
| Day Care | | | | |
| Employment Security | | $50,000 | | $50,000 |
| Spokane H.O.M.E. | | $500 | | $500 |
| EWU Associated Students | | $10,500 | | $21,000 |
| Summer Day Care | $7,500 | | $7,500 | |
| TOTAL OTHER | $8,870 | $421,144 | $8,870 | $674,166 |
| TOTAL DIRECT COSTS | $46,017 | $507,141 | $115,187 | $761,482 |
| INDIRECT COSTS (8% of total direct costs) | $3,682 | $40,572 | $9,215 | $60,919 |
| TOTAL COST | $49,699 | $547,713 | $124,402 | $822,401 |

# ADDENDUM

Single Parent Project
1990 Progress Report/Continuation Proposal

A. Student Input

B. Recommendation to University Six Year Plan
Academic Excellence Proposal, Biology

C. News Articles

D. Brochure, forms, poster, surveys

# ADDENDUM A

## Student Input

EASTERN
EASTERN WASHINGTON UNIVERSITY
CHENEY • SPOKANE

5/2/90

Dear Students,

I am now writing our first report to FIPSE (the grant people), and asking for the money to keep us going next year. Getting the money is a pretty automatic occurrence -- we'd have to really mess up to get cancelled. Still, it would be useful to add to the report some quotes from students (no names) that comment on the value of the Single Parent Project. I am not searching for compliments when I ask for input here, rather your honest assessment of SPP. Thanks

Sandy

How are we doing?

I am pleased with the time and attention the Single Parent Project staff devotes to single parents. They are concerned about the needs of single parents. Single parents are fortunate to have the Single Parent Project as advocates for single parents to achieve their goals.

SINGLE PARENT PROJECT
Mail Stop 11 • 71 Louise Anderson Hall
Cheney, Washington 99004
(509) 623-4283

EOE

EASTERN
EASTERN WASHINGTON UNIVERSITY
CHENEY • SPOKANE

5/2/90

Dear Students,

I am now writing our first report to FIPSE (the grant people), and asking for the money to keep us going next year. Getting the money is a pretty automatic occurrence -- we'd have to really mess up to get cancelled. Still, it would be useful to add to the report some quotes from students (no names) that comment on the value of the Single Parent Project. I am not searching for compliments when I ask for input here, rather your honest assessment of SPP. Thanks

Sandy

How are we doing?

I feel that SPP is a valuable resource on campus. Single parents are very often referred to as "non-traditional" students and are often grouped together with other minority groups during an assessment of student policy/procedures by campus administration. The SPP helps relieve that type of representation in that we are allowed to voice our own unique needs as parents without another adult partner. We have a safe environment and support groups, a very available staff and resources that can make a difference between being a student or being totally dependent on welfare. It also allows us to be able to maintain some degree of autonomy and presents us with a more equal standing in classes with more "traditional" students. This is something we have needed for a long time.

SINGLE PARENT PROJECT
Mail Stop 11 • 71 Louise Anderson Hall
Cheney, Washington 99004
(509) 623-4283
EOE

EASTERN
EASTERN WASHINGTON UNIVERSITY
CHENEY · SPOKANE

5/2/90

Dear Students,

I am now writing our first report to FIPSE (the grant people), and asking for the money to keep us going next year. Getting the money is a pretty automatic occurrence -- we'd have to really mess up to get cancelled. Still, it would be useful to add to the report some quotes from students (no names) that comment on the value of the Single Parent Project. I am not searching for compliments when I ask for input here, rather your honest assessment of SPP. Thanks

How are we doing?

Sandy

The single parent project was literally a lifesaver for me. It's a neat idea and after the administrative getting started stuff is completed, it will be even better. I think we need to find a way of getting ~~people~~ participants to be as dedicated to the program as ~~the~~ Jewel + Sandy are to us.

SINGLE PARENT PROJECT
Mail Stop 11 · 71 Louise Anderson Hall
Cheney, Washington 99004
(509) 623-4283

EOE

TO: House Committee

FROM: Pamela B. Nesser

DATE: May 16, 1990

SUBJECT: Poor Families

"By current American standards, the level of aid in the past was meager- a meagerness that has led many historians to characterize the poor law as stingy and mean spirited" (Garfinkel 88).

Poor families have been helped by the government although the help has not been enough to guarantee the mental and physical health of the receivers. Poor families do not plan to be poor anymore than some of you will in the future if you are confronted with an accident, death, rape, divorce, or abandonment. Circumstances beyond poor families' control are as devastating as a constant 7.0 earthquake and are as equally beyond the control of the receivers. The help in the form of financial help is needed when an already traumatic experience turns into one of destitution.

Destitution in the form of poor families having to give up a home because there was not enough money to make payments. Destitution in the form of poor families having an unclean home because there was not enough money for cleaning supplies. Destitution in the form of poor families not having adequate food because there was not enough money to buy food. Destitution in the form of poor families having unpaid bills because there was not enough money to pay monthly bills. Destitution in the form of poor families having to walk places because there was not enough money to buy a car or make car repairs. Destitution in the form of poor families having to wear old clothing because there was not enough money to buy clothing. Destitution in the form of poor families becoming homeless because there was not enough money for a home.

In order to have the necessities of life, including dignity, more financial help is needed. Poor families' children learn about responsibility. Poor families' children give and receive love. Poor families' children receive an education. Poor families' children are just as important as rich families' children. Poor families' children will not be poor if the financial help in times of healing, trauma, and hardship is up to the standard of living.



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Ultimately, this standard of living often has already been experienced by poor families because poor families may include the sons and daughters of military, professional, laborer, or factory workers. Poor families experiencing circumstances beyond their control may themselves be trained workers in a time of crises. Some of you may become poor due to circumstances beyond your control and be forced to ask for financial help. The circumstances may be as devastating as 7.0 earthquake.

Please raise the amount of financial help for poor families to maintain a decent standard of living. Thank you for past financial help even if it was not enough to maintain a decent standard of living. Personal Note: Even if the amount of financial help is raised to $2000.00 a month, I can not be paid enough to bring anymore children into this world because of circumstances beyond my control.

Garfinkel, Irwin, and Sara S. McLanahan. Single Mothers and their Children: A New American Dilemma. Washington, D.C.: Urban Institute Press, 1986.

TO: Dr. Lew Wilson

FROM: Pamela Nesser

DATE: April 17, 1990

SUBJECT: Best and Worst Group

Very good 15/15

Over the years, I have been fortunate enough to become involved with various groups. Of these, I chose my experience working with Brownies as one of my worst experiences. And for my best experience, the Single Parent Project is proving to be very informative and helpful. I blame the misleading of the Brownies as the cause for the disorganization and problems. In contrast, the leadership at the Single Parent Project is quite adequete.

Given the person in charge of both groups had a Master's Degree, as in the case of the Single Parent Project, or was working on one, as in the case of the Brownies, education was not a relevant factor. What was lacking during the Brownie meetings was organization and compassion. The leader had never had children, but she was willing to donate her time in hopes of enriching her education towards a Master's in Human Services. I personally admired her, and after I heard about her bursts of temper and misbehaved kids, I decided to help out whenever I could.

When I showed up for my first meeting, I witnessed what I already been warned about. Futhermore, the leader was very tense and incoherent at times. I quietly kept my views and advice to myself in order to avoid offending her. After all, she was twenty-three years old and had more education than I. While she tried to speak, children ran all through the large school cafeteria and screamed. In an attempt to maintain order, I assisted the

children to their seats. She appeared grateful yet still had a domineering attitude.

Due to the uneasy atmosphere, I could no longer bear the turmoil, and I listened to the outcome of the meetings from my daughter. Girls were dropping out at each meeting. Being the lifesaver that I am, I had to let go of the situation. Consequently, the leader asked for the parents help. After all the wild creatures were the products of their parents, they should know how to handle them. Of course, my daughter was well-behaved; therefore, I held the secret of authority.

In order to give the group another chance and to save Brownies from ending, I invited the leader to my home. After we ate dinner, we viewed a film on Japan that I was going to present to Brownies. I never revealed my thoughts to the leader about why Brownies were in trouble because it was her fault. Moreover, the answers were simply the meetings were too long, activities were too varied, and mannerisms were too unstructured.

Currently, I am involved with the Single Parent Project at Eastern Washington University. Although I admire the leader and her ability to coordinate the Single Parent Project, I credit her success largely due to her kind heart not so much as to her excellent education. Also, the caring staff is located in a homelike office near the campus which is used to hold meetings. Futhermore, the staff is helpful and concerned about the needs of the students and help immensely by being sensitive to those needs.

One great idea that works is that the Single Parent Project holds four meetings a week for specific issues. I enjoy attending the planning meeting which meets at a convenient time for me. Accordingly, the planning meeting was responsible for the children's parade to get student support for childcare at Eastern Washington University. Over on hundred and fifty children

showed up for the event on April 6th. We had balloons and flags for the children to carry. Even my children were given the privilege of painting some of the signs used in the parade and displayed on campus, they were photographed carrying them by the media. Everyone was given a sense of involvement, and we were pleased with the results although we do not know if a childcare facility is in the future. I credit the success to the leader, Sandy Kleven.

The opportunity for everyone to share ideas is a major factor in the success of the Single Parent Project, also. The leader is willing to listen to new ideas and is open to change. As a result, others feel comfortable about giving suggestions when they are needed. For example, I suggested that we hold our potluck the same day as the parade and the idea was implemented. The idea expanded to include a puppet show for the children at the PUB which was a very entertaining event. Before that, we had a play about the three bears and sing-a-long at the PUB in which the children and parents were allowed to eat a sack lunch while they were being entertained. With the relaxing potluck at the end of the day, Children's Day was a success.

In conclusion, leadership is the most important element. As long as attention is given to every member or the group to allow them to express their individual views and goals, groups survive better and become educational. Clear ideas on how to organize is the responsibility of the leader, and should be the focus of the first meeting to implement throughout the meeting time. We support each other through tough times by networking our resources together and having a kind word to say to each other. Again, this is the leader's idea to allow us to feel comfortable about being in a group situation. Under these circumstances,

the Single Parent Project is guaranteed continued success.

SINGLE PARENT PROJECT

It's the moment everyone's been waiting for: **another survey!** We've really been putting our minds into trying to make the Single Parent Program a success. This is two fold; we want to meet the needs of our members and keep the funding and the program operating. People are often committment shy and we would like to change this but need your suggestions.

Following are some of our ideas that we would like you to rate. Space is also available for your suggestions. We want to know if you like the idea, if it meets your individual needs and if you're willing to participate.

1. GREAT IDEA 2. I'LL BE THERE 3. I'LL BRING A FRIEND 4. I'LL HELP PLAN
5. NEUTRAL 6. DUMB IDEA 7. COUNT ME OUT

____ 1. Planning committee to meet once per month.

____ 2. Calendar of events mailed to members monthly.

____ 3. Non-structured topic support group meets three times per week. Members will committ to one group per week.

____ 4. A structured topic group will meet once per month. The topics will be suggested by members in advance and included on calendar of events.

SUGGESTED TOPICS:

____ Positve Parenting (what age group are you interested in? ____)
____ Working with the system (DSHS, Unemployment, Applying for gov. jobs, etc.)
____ Postive Self Image...How to get one; how to keep it.
____ Life Without HIM/HER
____ Finding a Healthy Relationship
____ Taking Time For You (Without Guilt)
____ Women's Special Medical Needs (Hormonal Betrayal, Breast Cancer)

YOUR SUGGESTIONS:

____ 4. New membership drive/pot luck.

____ 5. Aerobics/Exercise Group. Will meet in a private room at the Pub 4:00 - 5:00, Monday, Wednesday and Friday.

Would you participate during summer quarter? _____

Would you participate during fall quarter? _____



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____ 6. "Dump the Diet" A once a month morning get together with coffee and donuts. (We'll have to contribute for donuts.)

____ 7. Book exchange sponsored by Single Parent Project.

____ 8. Clothing and household goods exchange sponsored by Single Parent Project.

____ 9. Secret Pal; White Elephant Gift Exchange.

____ 10. Poetry or short story contest for members only. (If we could get sponsors for dinner for two, child care provided by another member, $1.00 entry fee to be used for drinks & cover charge.) Judging by University Professors.

____ 11. A once or twice a month evening get together with child care provided by members who alternate turns. Some suggestions:

____ Dance (Using records/tapes) ____ Pot Luck ____ Birthday Party

____ Cards/Board Games ____ Progressive Dinner
Your Suggestions:

____ 12. Use the monthly evening for an older child (ages 6 and up?) support group.

____ 13. Member child care co-op for "Nights Out" and Emergency Care.

____ 14. A mandatory meting so all members can meet each other.

____ 15 a. Legislative Awareness/Action: We could each write our 'story' about our experiences; why we're on welfare, returning to school and consolidate it to use as a legislative tool.

____ 15 b. Who we can write to, what to write, current topics/bills, legislation of interest to single parents.

Ok, we're almost through. Please answer just a couple more questions. And feel free to write any comments or suggestions that you think will help us gain the committment of the members to this project.

What is your best weekday and time for a support group?

What is your best day and time for an evening activity?

What is your best day and time for a morning get together?

What do you feel the purpose and focus of Single Parent Project is and what do you feel it should be?

What are some reasons that keep you from being more involved in the Single Parent Project (work conflicts, child care, live in Spokane, just don't want to be a part, etc):

Would you be more comfortable in a support group with people who are more like you? What traits are important for you to bond to (like smokers, Christian, divorced, never married, hate men/women, co-ed, whatever).

If activities were planned in your area would you be more involved?

Where do you live: Northeast ____ South Hill ____

Northwest ____ West Side ____

Valley ____ Cheney ____

Other _____

This is it. Thank you very much for your help and ideas. If you can't bring this answered survey back to the Single Parent Project office you can address and envelope with MS _____ and give it to any department secretary to put in inter-campus mail.

Dear Sandy and Jamel,

Thanks so much for all the letters that are keeping me up-to-date with the Single Parent Projects growth. Each time I read one I wish that I was already attending Eastern and involved with the project.

Here is the survey about the mentor program. It sounds like a wonderful idea. Like I said on the survey, one of my greatest fears has been not "fitting" into the professional community after I graduate. So have someone helping me with "fitting" now, before I am finished with school, would ease the stress of wondering if I am fooling myself about wanting to become a teacher. Please send me more information about what the program would involve.

I am also excited about the child care package. I would like to receive additional information about it.

Did anything result from Children Day? Is there going to be childcare on campus next year? I still need to find child care for my two girls for the fall. Is there a list of what is avail

Will I be able to participate in any of the summer activities? I will still be taking some classes at North Idaho College this summer in order to finish up there and come to Easton with my A.A.? Even if I can't I will still enjoy hearing about what is going on.

It is wonderful watching (even at my distance) the Single Parent Project grow. What a wonderful gift.

Thank you,

Julie Hoffmeyer

ADDENDUM B

Recommendation to University Six Year Plan

Academic Excellence Proposal, Biology

Eastern Washington University
at Cheney and Spokane

To: Darlene Bailey, Vice-President, Student Services

From: Chris Jacox Kyle, Program Manager, Women's Programs

Date: April 25, 1990

Re: The six-year plan, H.O.M.E. and the Single Parent Project

I appreciated your meeting with us last week, and your suggestions about how to proceed with the planning process. By the end of the meeting, after considerable discussion, we came to the following conclusions:

1. Given sufficient support, these programs would best serve students if they were housed within Student Services.

2. Constructing an umbrella position for non-traditional students/parents is a possibility, but the distinct functions (and populations served) by the two programs should be protected, perhaps by having several staff members.

3. The empowerment/participatory philosophy and structure of the programs should be maintained, since it is the strength of both programs. It best fits the needs of adult students, promoting retention and excellence; it has allowed Eastern to be visible as a national model for structuring programs for single parent/low-income students.

As you can see the recommendations are relatively clear cut, although the actual working out of the details isn't. I think we might want to consider shifting the Single Parent Project under Student Services before the grant period is up, for continuity and ownership, but this will need to be discussed with Karen Michaelson, Jennifer Stucker and Sandy Kleven. The H.O.M.E. Board would still serve in its advisory capacity. It has had strong Student Services participation since its beginning, so a connection already exists.

I am concerned about H.O.M.E., since it is the umbrella for the Single Parent Project, which serves a "subunit" of the H.O.M.E.. Shifting it to Student Services now might place it under the Single Parent Project which doesn't seem appropriate, and which the Board is not in favor of. Perhaps we can keep H.O.M.E. housed within Women's Programs for the next two years, recognizing that its work is done in collaboration with the Single Parent Project, and plan for the "umbrella" position in two years.

This is obviously in quite rough form. Lee will be sending you her overall six year plan for Women's Programs which details the shifts in staff time. I recognize that you are drawing up a plan for all of Student Services, have many demands placed on an inadequate budget, and need to fit the pieces into the big picture. Please let me know when we can discuss this further as you move through the planning process.

cc: Lee Swedberg
Karen Michaelson
Darby Stewart
Jennifer Stucker
✓ Sandy Kleven

WOMEN'S CENTER
MS-166, 114 Monroe Hall • Cheney, Washington 99004 • (509) 359-2847
Eastern Washington University is an equal opportunity, affirmative action institution.

# USING THE TREISMAN MODEL IN TEACHING INTRODUCTORY BIOLOGY

## A Proposal for Funding for the Single Parent Project

Prof. Heather R. McKean
Asst. Prof. of Biology

April 27, 1990

### Introductory Biology (Bio 100) Course

The Introductory Biology course, Bio 100, is a GUR course which meets the Natural Science requirement. It has enrollment of approximately 550 students per year. As with all the science GURs, it sees a high number of students with science anxiety. Many, if not most, of the returning students we see, express a real concern at the beginning of the course about a perceived handicap since their former science education is limited and out of date. Many come in for extra help with the instructor or teaching assistants. Some have had difficulty passing the course without the extra help. Though we have done our best to provide the help when needed, there is a limit on how much time we can help.

The Treisman model offers a low-cost alternative to one-on-one tutorials. Students will learn how to teach themselves the material from interacting with their peers. It provides a mechanism for problem solving which will directly affect their academic performance and perhaps influence how they will approach problems in the work environment. We wish to test the effectiveness of this model in the Bio 100 course and eventually publish the results. One twist to the Treisman model I wish to include is the use of manipulative models in the study groups. We will prepare the teaching models ourselves Fall quarter.

### Faculty

I am the science education professor in the Department of Biology. I have been successful in teaching Bio 100 as a concept-based course for six years with sections filling beyond capacity each quarter and teaching evaluations that average between excellent and very good. I am the lab coordinator for the program which means I oversee the training of T.A.s and lab set-up for 9 sections. I have published two lab manuals for the department including one for Bio 100. I have 6 ancillary publications in preparation for 3 new introductory biology textbooks which will be out next spring. I have had 3 articles published in science education journals in the past two years and have 3 in preparation.

The teaching assistants that will be employed under this grant have three quarters of teaching experience each in the Bio 100 laboratories. They are education majors who will also take Bachelor of Science degrees at the end of next year. They have high academic standing and promise to be exemplery in their field. They have agreed to work on the project from start to finish including preparation for publication.

## Site Visits

Arrangements have been made to visit City College in New York City to access a non-majors program that utilizes the Treisman model. Dr. Griswald teaches a course much like the Bio 100 course. He sees mostly non-majors who have low entry skills in mathematics and science. It is an older, commuter population like that of E.W.U. After a conversation with Dr. Griswald, the first convenient time that will be of maximum benefit is the second week in September. Because of travel fares, I will leave Sept. 11 and return Sept. 16. They have used the Treisman model for several years and have made various refinements for their population. Dr. Griswald shares my dedication to the non-major and feels that we will have alot of ideas to exchange.

Dr. Tom Daniels of the University of Washington is using a cooperative learning model not based on the Treisman model in his introductory biology course. He uses laboratory time to have students do group projects. He is very involved in the lab where he serves as a resource person, and guide. He feels that this model has improved student performance over traditional laboratory methods. I am interested in seeing this model with the idea that it could be implemented as well in the project during Winter quarter. Dr. Daniels has invited me to see his model in practice during November of this year. I am requesting travel funds for a site visit to the University of Washington for three days.

## Project

Details of the design of the project will solidify after the site visits but it is anticipated that the performance of students using the Treisman model will be tested against those that are working on their own. Fall quarter will be a planning session for implementation of the project during Winter Quarter. The work will be done by myself and student assistants. I anticipate the need of approximately 20 hours per week of a student assistant during Fall quarter to prepare materials that will be used in study groups. This will include models and study sheets that will be designed specifically for the small group concept. I expect to put in the equivilant of 2 credit hour's worth of work myself in preparation of materials.

I will require 20 hours/week of help from a teaching assistant during winter quarter to help in the management and accessment of study groups. I anticipate putting in 2 credit hours of work myself. There is a comfortable room available with a conference table and black board where study groups can meet. The teaching assistant will attend lecture and oversee the period of time designated for study groups. He will set up the groups, and direct students when they have run into a snag using critical thinking skills. He will check out models and distribute worksheets.

## Institutionalization of the Project

If the model proves to be effective, we will include it in the Bio 100 program in the future. My department is supportive of any endeavor that results in improved understanding of science.

**Travel Budget**

| | |
|---|---|
| **Site Vistit to City College** | |
| Travel to New York City (Price quoted 4/26/90) | 426.00 |
| Lodging @ $107.00 per day X 5 | 535.00 |
| Meals @ $34.00 per day X 4 | 136.00 |
| | $1097.00 |
| **Site Visit to Univ. of Wash.** | |
| Travel to Seattle (Price quoted 4/26/1990) | 170.00 |
| Lodging @$60.00/day | 120.00 |
| Meals @ $34.00/day | 68.00 |
| | $358.00 |

**Project Budget**

| | |
|---|---|
| Fall Quarter Prep. Assistant @ 20 hr/week | $1112.00 |
| Fall Quarter Prep. and Training by Instructor @ $350.00/credit hour | 700.00 |
| Winter Quarter Teach Assist@ 20 hr/week | 1112.00 |
| Winter Quarter Prep and Participation in overseeing and accessing groups | 700.00 |
| Teaching materials | 500.00 |
| Xerox cost for study sheets @ | 200.00 |
| | $4,324.00 |

Project director: Heather R McKean, 4-27-90
Prof. Heather R. McKean — date

Dpt. Chair: Flash Gibson, 4/27/90
Dr. Flash Gibson — date

# ADDENDUM C

News Articles

# Welfare reform worth pursuing

12-10-89

This is no time for Booth Gardner to get gun-shy.

For two years, the Washington governor has taken the heat — some of it undeserved — for his Family Independence Program, this state's version of welfare reform. From the outset, criticism has been based on a belief that Gardner's initial promise of revenue neutrality for the pilot project was for the first year only rather than for its five-year life span.

The criticism seems to have taken its toll. Now, the governor appears to be sidestepping a battle in the Legislature over the Family Independence Program by announcing his intention to rein in the program significantly. Only 15 of the state's 56 welfare offices offer the program, and Gardner is proposing an enrollment freeze at only 10 of those 15.

That is going too far; there is some need to regroup, but not in this manner. The fundamental concept of the Family Independence Program is as sound today as it was at the program's inception. It is aimed at breaking the cycle of welfare dependency by giving people incentives to get off welfare and then helping them to do so.

The program cannot be called a complete success, but in some areas — notably, Spokane County — the program is making significant changes. Last July, in an assessment of the program's first year, 469 of the 3,800 participants in Spokane County had been employed, including 40 who were able to say goodbye to welfare. Job placements here were 25 percent above the goal.

At the same time, of the 19,800 people enrolled in the program statewide, only 7,500 had even completed plans to begin employment, education or training.

What makes the Family Independence Program in Spokane County different? Dick Thompson, secretary of the state Department of Social and Health Services, credits the success to an unmatched level of commitment and excitement for the program here. There is a work ethic here that encourages people on welfare to become self-sufficient; given a hand, they can succeed in doing that.

Unlike most other welfare programs, the Family Independence Program knocks down barriers; it doesn't create them. Among the advantages it offers that many other programs do not: a single case coordinator for services to clients, payments for child care, reimbursement for transportation costs, counseling and financial incentives for working or attending school or training programs.

Even when clients find jobs, they can keep taking advantage of free or reduced-cost child care and medical benefits for an additional year, thus helping them get on their feet and stay there. Unlike the requirements of most other welfare programs, single parenthood is not necessary to be eligible for benefits under the Family Independence Program.

But the success of the program rests on getting as many welfare recipients enrolled as possible. As they become trained and educated and obtain jobs, program costs go down. This program is costly, yes, but so is welfare.

The Family Independence Program never will be revenue-neutral without a sufficient initial financial outlay. Failure to recognize this financial reality is one of the biggest stumbling blocks to the program's potential success statewide.

Now is the time for Gardner to be forthright about the program's less successful sites and escalating costs — but also to boldly seize the opportunity to tout the program's success stories. Now is the time to push for targeting additional resources for places where the program has shown it can work and also to study and adapt the program to duplicate those successes elsewhere.

It was Gardner's vision that led to creation of the Family Independence Program, and the success of the program in Spokane County shows that it can work. Now it is imperative that Gardner fight to protect this worthwhile effort.

Spokesman Review 12/10/89

# New EWU program to aid single parents

By Diana Dawson
Staff writer

A program designed to support single parents through their college education begins this month at Eastern Washington University.

"What happens is they begin school and then something happens — their car breaks down or the battery dies," said Elizabeth Keeler, director of Networking and Education for Washington State HOME (Helping Ourselves Means Education). "We'll help them get over the little crisis so they can stay in school."

The Single Parent Project grew out of the 4-year-old HOME project at Eastern, which provides a self-help network for low-income students working toward independence through education.

Organizers envision some of the single mothers from the Spokane Falls Community College program melding into the EWU project to complete their four-year college degrees.

Backed by a $285,000 grant from the Fund for the Improvement of Post-Secondary Education through the U.S. Department of Education, the EWU project will provide the same moral support as the broader HOME project, with the addition of more concrete, intense services for 35 students per year.

Similar to the program at Spokane Falls Community College, students at EWU will cover their living expenses with public assistance and pay for their education through financial aid.

Eastern Washington University has allocated $50,000 to the renovation of married student housing for single parents. By next fall, 18 apartments will be committed to the single-parent program, said Jennifer Stucker, co-director of the program. In addition, she said, project coordinators continue searching for other possibilities for single-parent housing.

To give the poor parents a stronger chance at success, the project this fall will adapt Philip Uri Treisman's Berkley Mathematics Workshop Program, Stucker said.

In his research, Treisman found that black students studied alone while ethnic groups that experienced more academic success studied together. When he formed peer groups for the black students, their grades quickly improved.

Stucker said Treisman discovered good students would encounter one subject that would give them trouble, causing them to lose confidence in themselves and, many times, quit school. By identifying their difficult subjects and providing intense assistance in those areas, teachers could prevent the students from becoming terminally frustrated.

Before fall, Stucker said, two or three professors from EWU will go to Berkley for training in the Treisman honor program.

This quarter, the Single Parent Project will begin working with students already enrolled at Eastern and will recruit prospective students for the fall from Department of Social and Health Services offices.

The program will accept 35 students for each of the three years covered by the federal education grant.

"The idea is that the main thrust of the program will be institutionalized by the end of three years," Stucker said, "and the university will carry on the commitment."

# Bills to boost welfare, fund FIP gain ground

**LEGISLATIVE ACTION**

Here is a look at Wednesday's action in the Washington Legislature:

**SENATE.** Approved and sent to the House SB6259, the omnibus sex-predator bill.

Approved and sent to the governor HB2362, which would make technical changes in a bill dealing with dredging of Grays Harbor. The bill was passed earlier in the day by the House.

**Bills introduced:**

- SB6760 — Would authorize bond sales to finance a self-funded apple buyout program.
- SB6771 — Would order a study of the placement of electricity transmission lines.
- SB6765 — Would allow a child's statement concerning attempted acts of sexual contact to be admitted in court.
- SB6767 — Would create a juvenile-justice review commission.

**HOUSE.** Approved and sent to the Senate HB1836, which would require that restaurants that serve more than 60 people provide no-smoking sections.

By Hal Spencer
Associated Press

OLYMPIA — A bill that would boost welfare cash payments has quietly drawn broad support in the House as the sponsor seeks to convince more colleagues that Washington's poor are getting poorer and the problem has been neglected for too long.

House Human Services Chairman Doug Sayan, D-Grapeview, conducted a hearing on the bill, HB2610, Wednesday and expects it to reach the House floor after easily clearing his panel and that of co-sponsor Gary Locke, D-Seattle.

In a related development, Sayan's committee breathed new life into Gov. Booth Gardner's faltering welfare-reform program. The panel passed HB2393, which would continue the Family Independence Program at its current level despite Gardner's own decision to cut it back rather than risk the wrath of lawmakers by asking for more money to cover red ink.

Both measures drew criticism from Senate budget head Dan McDonald, R-Bellevue. He said Sayan's plan to gradually raise monthly payments for welfare recipients to 100 percent of the federal poverty level by 1999 would bring a surge in enrollments. The level now is at 56 percent.

Gardner's FIP, which provides welfare recipients child care, education and job training, among other things, "proposes to get people off welfare but has a growing caseload. That concerns me," McDonald said.

Sayan groaned at McDonald's remark about the proposed welfare-grant increases. "It's the same old partisan line when this isn't about politics, but poverty," Sayan said.

He noted that a family of three on the basic welfare program, Aid to Families with Dependent Children, receives about $500 a month in cash plus food stamps and Medicaid. "Nobody can live on that," he said, and lawmakers have to face the problem after a decade of neglect.

His measure has 16 House Republicans and 61 of 97 House members as co-signers. It would lift the cash payments from 55 percent of poverty level up to 100 percent in the next nine years. Sayan's staff said the cost of the measure, which Sayan calls "a policy" to be followed by budget writers, would vary based on the cost of living and other factors.

Backers at a hearing Wednesday repeated the same theme: People who lack the means to survive financially cost the state millions of dollars in other ways, ranging from intervention in child-abuse cases to crime.

"This is something the state has ignored, and now it's finally being given a high priority. We're pleased that it will at least get some debate for the first time in years," said Tony Lee, who represents a coalition of Washington churches.

The committee action on FIP came after Gardner officials sought permission to cut the program by freezing enrollments at several FIP sites and taking other steps to avoid asking for more money and giving Senate foes a weapon to kill the 20-month-old program.

Caseloads have grown dramatically, and people are staying in the program longer than expected to pursue schooling and jobs, officials have said.

But Sayan's panel, Republicans and Democrats, believe the program is working, and set in motion a campaign to keep it in place at current levels.

EASTERN
# Weekly
February 12, 1990
Newsletter of the Faculty and Staff of Eastern Washington University

## Single Parent Project to use academic excellence model

Eastern's Single Parent Project will use the successful Mathematics Workshop Program developed at the University of California at Berkeley to promote academic excellence for single parent students at Eastern.

Uri Treisman, developer of the program at Berkeley, will help initiate the program at Eastern and evaluate its progress, said Chris Jacox Kyle, program manager of the Women's Center and co-director of the Single Parent Project.

While at Eastern this week, Treisman will give an all-campus talk on "Demography and the Future of the Academic Professions," which will be at 1 p.m. Wednesday, Feb. 14, in Martin Hall auditorium.

His talk will focus on the current state of students interested in academic careers and the role that faculty members can play in preparing the next generation of scholars.

Treisman is a professor of mathematics and social change at Swarthmore College and director of the Charles A. Dana Center for Math and Science Education at UC-Berkeley.

He developed the Mathematics Workshop Program in the late 1970s as a challenging honors program for minorities. The seeds for its development were sown when Treisman questioned why one group of minority students at Berkeley excelled in freshman calculus while another group had the highest failure rates.

He found that the successful students formed "study gangs" which met often to solve math problems, review material, and share information about courses, the bureaucratic maze, and survival skills.

Those on the brink of failure had

walls between their intellectual and personal lives. Having been elite students in high school, they viewed academic services for minority students as remediation.

Treisman organized his own study gangs for these isolated students, and made the work tough. Participation was voluntary -- and it worked.

Since its inception, the model he developed has emphasized helping minorities to excel, not merely to avoid failure; emphasized collaborative learning and small-group teaching methods; and required faculty sponsorship ("Only a mathematician can produce a mathematician," Treisman maintains.)

Today, 50 other programs are in place across the nation using his model.

The Single Parent Project at Eastern plans to put it to good use as well, said Jacox Kyle.

She noted several similarities between the minority students with whom Treisman has worked and single parent students at Eastern:

- Although their reasons may be different, they are motivated and under pressure to succeed;
- They have often had less exposure to some basic skills;
- They lack a peer support system; they see themselves as self-reliant;
- They often don't know how to negotiate the campus system.

The differences, said Jacox Kyle, are:

- Single parents are time poor. In addition to their studies, they have children to care for and may hold outside jobs as well;
- The Berkeley focus is on math, while the single parents are enrolled in a variety of courses.

Treisman said the strengths that the single parents bring to bear are their intense motivation and their focus.

Because of the differences, the Berkeley model will have to be adapted at Eastern. Since faculty participation will be an important component, Jacox Kyle said, the Single Parent Project is seeking EWU faculty from math, English, the sciences, computer science and business to become involved.

The three-year $258,963 FIPSE grant which funds the Single Parent Project does include some funds for faculty training and release time, she said.

Interested faculty are asked to call Sandy Kleven, project coordinator, at ext. 7373.

Jacox Kyle said the Treisman model will be developed this year for implementation next fall.

The Single Parent Project seeks to help low-income single parents who are FIP enrollees or recipients of AFDC to succeed in school by offering intensive support services. It has been funded to work with 35 students the first year and take in an additional 35 in the following two years of the grant. ▮

Spokesman-Review — March 15, 1990

# Action expected on welfare reform

## Gardner has proposed freezing enrollments

By Lonnie Rosenwald
Staff writer

OLYMPIA — Legislators may soon decide whether to end the state's troubled experiment in welfare reform or dramatically scale it back by barring new clients at offices in Spokane and other cities.

Gov. Booth Gardner, who created the Family Independence Plan amidst great fanfare 18 months ago, has proposed freezing enrollments at 10 of the 15 FIP sites, including the offices in southwest and east Spokane. It would be business as usual at FIP's north Spokane office. Under original plans, FIP was to have been offered in all 62 state welfare offices by now.

Under Gardner's plan, all 30,000 Washington residents already enrolled, including 8,370 in Spokane, could stay on.

FIP provides child-care subsidies, job training and other benefits to welfare recipients to ease their way off welfare.

Lawmakers, torn over whether to abolish or expand the program, are seeking a compromise before the Legislature's current special session ends. A likely scenario is to provide some additional money for FIP but allow Gardner to shut several offices if costs continue soaring.

Although Gardner hasn't labeled his five-year experimental effort a failure, he's acknowledged he was wrong to promise two years ago that it wouldn't cost more than the state's traditional welfare program, Aid to Families with Dependent Children. In fact, although the exact figures are in dispute, FIP owes the federal government $15-$20 million and is $30 million over its state budget, according to Rep. Jean Silver, R-Spokane.

The state already has reined in the program, which originally was meant to be statewide but is available to only 35 percent of the welfare population.

Complicating matters, the federal government has so far refused to pick up a share of the program's deficit. Meanwhile, the state Senate recently voted to close it down entirely if costs aren't curbed, while the House of Representatives approved an expansion.

Silver, a member of the joint House-Senate budget conference committee that will decide the program's fate, says she supports it despite "major problems."

"It's costing far more than what was expected, far, far more, and we feel there are a number of abuses," she said.

But Silver said FIP should continue because "it gives these people an opportunity to do something they really want to do, and that's get back in the mainstream."

Gardner's press secretary, Dick Milne, said, "It's a question, even though it's working, of whether or not we can afford to keep it going."

Among FIP's woes:

■ The number of enrollees is 4,600 above what was expected. Reasons range from an increase in poverty to the attractiveness of the program.

One possible explanation is the FIP appli-

Please see WELFARE: B3

# Welfare

cation form is just two pages, compared to 14 pages for AFDC.

■ Wages for FIP enrollees who get jobs are actually below wages for AFDC recipients, despite FIP's job-training programs. FIP participants are earning an average starting wage of $5.64 an hour compared to $5.78 an hour for AFDC recipients.

But FIP Director Barbara Flaherty said because of child care and other benefits, people on FIP can afford to take lower-paying jobs, although she also expects FIP wages to rise as more enrollees complete their education and training.

■ Child-care costs have exceeded projections and more people than expected are signing up for school and job training. About 15 percent of those in the program get some kind of schooling or training, according to Flaherty.

# Welfare program in legislative limbo

Associated Press

OLYMPIA — Republican budget leaders in the Senate set the stage Monday to kill Gov. Booth Gardner's troubled welfare-reform program, but just hours later their Democratic House counterparts voted to expand the effort to break the welfare cycle.

The Senate Ways and Means Committee voted 13-9 for SB6624, under which the Family Independence Program would die if it failed to meet several fiscal and management goals by certain dates this year. The panel also appropriated $13.4 million to fill a hole in the program's $36 million of state funding.

The House Appropriations Committee, meanwhile, voted 17-6 to approve HB2393 which would pump $29.5 million into the program. The measure also includes a laundry list of provisions that Chairman Gary Locke, D-Seattle, contended would put more people to work faster.

Differences in the measures will be reconciled later if they pass their respective full houses.

FIP, with an enrollment of about 30,000 families, offers cash grants, training, job subsidies and child care as well as traditional cash and food-stamp benefits. It aims to give welfare families the tools to learn to support themselves, thus breaking the welfare cycle.

The most worrisome portion of the Senate bill deals with the federal government which pays for part of FIP. The federal government recently decided to bill the state $ estimated $20 million to cover unexpect costs due to rapid growth in FIP's caseload

The Senate bill would require that t state persuade the federal government modify that decision so the state would o no more than $15 million to Uncle Sam f the 1989-91 two-year budget period.

That simply cannot be accomplished b the bill's May 1 deadline, Gardner officia said.

Negotiations are continuing, but "this w kill the program," said Len McCorm Gardner's budget chief.

CHENEY

"Your Community Newspaper Serving the West Plains" Cheney Free Press 50¢

April 12, 1990

'Me Too, EWU'

These children were among the large group that paraded around the Eastern Washington University campus last Friday to draw attention to the need for more child care facilities. Among the features of the university's first annual Children's Day, the youngsters carried signs, balloons, and small banners that read 'Me Too, EWU.' The group, led by Darby Stewart, coordinator of EWU's Helping Ourselves Means Education program (HOME), marched from Monroe Hall, through Showalter and across the campus to the Pence Union Bulding.

THE EASTERNER

Volume 41 Issue 22 | April 12, 1990 | Eastern Washington University

Photo by Liz Green

**Students and their children rallied last Friday for on-campus child care facility.**

# Child care becomes a big issue at EWU

Sandra Stroupe

Over 150 Eastern Washington University student-parents, children and child care providers marched through the halls of Showalter as part of the April 6 activities on the "EWU Children's Day."

The day's events, which also included sing-a-longs, stories, and a puppet show, were organized to highlight the need for a child care facility for Eastern students, staff and faculty with young children.

"This is the first time that parents have demonstrated their concerns for a facility," said Darby Stewart, H.O.M.E. program coordinator. Child care in Cheney is the number one request that Stewart said she handles.

H.O.M.E., which stands for Helping Ourselves Means Education, has helped about 400 students this year with child care, locating low-income housing and financial aid.

The YMCA facility, which has been providing care for 49 infants and pre-school children, is scheduled to close at the end of June. Stewart said that most of the YMCA's clients are either taking classes or working at Eastern.

Finding infant care will be especially difficult because the

**Please see FACILITY, page seven.**

YMCA has been the only provider in the area, Stewart said.

Sheila Dutton, YMCA director, said she is working with EWU, which holds the lease for the building, to keep the facility open through a program designed to provide child care for state employees. This would also include work-study students.

She said that about half of her parents either work at EWU or are work-study students. Slots not filled by employees would then be open to other students. Infant care would continue.

"It's more expensive, but really necessary," Dutton said.

A grant to provide funding will be drafted sometime before the June 1 deadline. "Olympia knows we'll be in a tight spot since the Y's closing," Dutton said.

Darlene Bailey, vice president of student services, said at Tuesday's Associated Student Council meeting that most facilities require children to be at least two years old because of a state law on the ratio of care givers to children. The ratio for children under two is three care givers to one infant.

Student services has hired an intern to identify the issues surrounding child care. Bailey said that her office is trying to determine what the need for child care is and how best to serve this need.

"I don't feel we can establish a goal until we define the issue," Bailey said.

Bailey said that a stronger referral and voucher system could be an alternative. Money for a child care program was not in student services' budget next year because the university is in the latter year of the biennium, which creates serious budget constraints.

"We can't ask for a coordinator when we don't have a program," she said.

Diane Irwin-Reynolds, intern for student services, handed out a survey at spring registration in Cheney and Spokane, asking students if they were parents with children under seven, and whether they would use an on-campus day care facility.

In a preliminary report to the AS council, Reynolds said that of the 3,000 respondents, 572 students said they have children under seven, with 416 specifying they have children under six.

Of the 416 student-parents, 320 or 77 percent said they would use an on-campus facility, 72 or 17 percent said no, 24 or 6 percent didn't respond.

"We identified more children than we expected," Reynolds said.

Since being hired in February, Reynolds has visited six colleges that are part of the state coalition for on-campus child care, and has asked questions on the type of service, budget, staffing and how the programs have been incorporated in programs such as early childhood development and psychology.

Of the campuses she has visited, five have on-campus child care that serves between 40 to 50 children. None provide infant care. The University of Washington had four on-site facilities, but closed them in favor of a voucher system, which Reynolds said has assisted 200 student-parents this year.

The ASEWU provides subsidies to students who use licensed day care. In the fall quarter, 117 students received child care assistance, and 109 students were assisted in winter quarter. According to Grace Callahan, ASEWU secretary, June 7 is the final deadline for students to apply for the spring quarter subsidy.

Reynolds is also researching models like co-op day cares and private organizations. The university has asked student services for a comprehensive report into the child care issue, and Bailey said this should be completed by May.

There are six day care facilities, including the YMCA, and 15 licensed home providers in Cheney and Medical Lake. However, Stewart said there still has been an overwhelming need for child care. Area providers have also said they have turned away many students needing child care.

"EWU needs to have an on-campus facility," Stewart said.

A petition is being circulated stating that EWU students, faculty and staff want to see a child care facility by Sept., 1990. Stewart said that this is realistic because the vacated YMCA's building could be used by the university.

Photo by Liz Green

Young radical marches for child care.

***"I don't feel we can establish a goal until we define the issue," said Darlene Bailey.***

***"EWU needs to have an on-campus facility," said Darby Stewart.***

# Welfare program worthwhile

The front-page article, "Crushing blow given to state's welfare reform" (April 26), is disappointing news. It is disheartening that the federal government is reneging on its financial obligation.

The Family Independence Program (FIP), like all other welfare programs, is an entitlement program. The federal government is required to pay 54 percent of the welfare grant for those clients who meet the financial guidelines. FIP clients meet those financial guidelines, so how can the federal government back out?

It looks like a good case for court, unless our state gives up.

The Family Independence Program has just come through a tough legislative session. Spokane legislators, community members and many businesses worked hard at keeping the positive philosophy and work ethic of the program alive.

The program has proved itself worthy for legislative approval, but there continues to be a lot of garbage attached to it — such as "budget neutrality" and "increased caseload growth." It is a victim of its own success.

The Family Independence Program is revolutionary welfare reform; therefore, it took a lot of courage to implement and support it.

But courage fades when challenges keep coming. I am afraid the state will give up the FIP dream in favor of an easier, cheaper route.

Thousands of welfare recipients took the individual FIP challenge to improve their lives. Thousands are in jobs and in training programs now. Kids are watching the efforts of their parents, making sacrifices also, believing that work and education will make their family life better.

I hope Washington state's courage will strengthen into a tough resolve to keep the Family Independence Program dream alive. Good luck to our congressional delegation who now faces its own FIP challenge.

DARLA WOODWORTH
Cheney

S.R. 5/2/90

# State officials: Welfare reform won't die

By Diana Dawson
Staff writer

Washington officials vowed Thursday that the federal government's refusal to share the increasing costs of the state's welfare reform program will not be its death knell.

"The program is going to continue at least through this biennium, and we think the federal government will participate," said Barbara Flaherty, executive director of the state's Family Independence Program. "We have not given up because we have remedies to pursue."

On Wednesday, Gov. Booth Gardner blasted the Bush administration for "reneging" on an agreement to share costs of the state's experimental welfare reform program.

By Thursday morning, his staff was researching potential litigation against the federal government, and Sen. Brock Adams' staff was exploring legislative options.

"We don't think it's a done deal," said Frank Mendizabel, spokesman for the Department of Social and Human Services. "There's no change at all in FIP now and no plans to scale it back."

For now, the state is using federal participation "like a credit card," said Jean Soliz, senior policy assistant for human services in Gardner's office. The state receives federal matching money for all FIP participants. Later, in either the judicial or political arena, the question of how much Washington must return to the federal government will be determined, she said.

"We think they will continue to help us," she said. "I don't anticipate them taking any arbitrary action."

FIP is a dramatic overhaul of Washington's welfare system, offering poor families the education, training and support services they need to get jobs. It's a five-year pilot

Please see **WELFARE REFORM: A4**

**CONTINUED:** FROM A1

# Welfare reform

project designed to break the cycle of welfare dependence.

The most recent glitch in the financially troubled program came when an agreement made in Washington, D.C. on March 27 apparently fell apart after the handshaking in House Speaker Tom Foley's office and before a formal agreement could be signed in Olympia.

A state delegation traveled to the District of Columbia last month to hammer out a solution with Louis Sullivan, secretary of Health and Human Services. It boiled down to a disagreement over how much the federal government should pay for unanticipated FIP caseload growth.

Soliz said Sullivan contended that the federal government never intended to pay for "FIP-induced caseload growth," described as extra public assistance clients who joined the new program simply because its benefits were better and enrollment easier than traditional welfare programs.

State officials countered that the federal government was responsible for paying its share of the tab for everyone who qualified for Aid to Families with Dependent Children, a program in which Uncle Sam picks up 54 percent of the welfare check.

"The congressional delegation was supreme. They told Sullivan and his staff, 'You are wrong and you would lose in court,'" said Soliz. "So they compromised."

The middle ground reached that day, Soliz said, was that the federal government would pay its 54 percent for those eligible for FIP until the day the agreement was formally signed. From that day on, Washington state would pick up the costs of "FIP-induced" caseload growth. That would not include growth from such causes as increases in Snohomish County's population or layoffs in the timber industry.

Before they left the meeting, state officials and Sullivan agreed that a staff member for the federal Department of Health and Human Services would iron out final wording and sign a written agreement in Olympia.

After returning to Washington, DSHS Secretary Richard Thompson mailed Sullivan two letters requesting a date for that meeting, Soliz said. He never received a response.

"After we left D.C., we began to hear talk that the Office of Management and Budget was getting involved," said Soliz. "Our speculation is that OMB prevailed."

In a letter to Foley dated April 18, Sullivan said he'd gone back and taken another look at the agreement initially made between the state and the federal government and determined "that agreement expressly excludes federal financial participation in costs due to FIP-induced caseload growth."

A spokesman for Foley said the federal change of heart from the March 27 meeting is "not a permanent dead end, but is a serious obstacle."

"It appears that this has run into an obstacle at OMB," the spokesman said. "That's a fact of life in government. You can't make an agreement with a cabinet leader and expect it to be accepted across the board."

At this point, 90,000 Washington residents are on AFDC and 30,000 families are on FIP. So far, Soliz said 3,000 more families than anticipated have enrolled in FIP and most of that growth has come during times when the state has brought additional locations into the program.

Early this month the governor signed legislation to counter that surge by cutting off new FIP enrollments at 10 of the state's 15 sites on May 1. At the time that was signed, the Legislature provided an additional $22.2 million to make up a deficit in the program.

"We're in the red tremendously with that program now," said Senate Majority Leader Jeannette Hayner, R-Walla Walla. "If the feds pull out and think it's too costly, I'm not sure we can continue."

As Hayner questioned the merit of spending additional state dollars on litigation to save the program, Soliz said the governor's office was "proceeding toward litigation."

Flaherty said the state would first pursue legislation at the federal level and then "concurrently or following that, we would sue them."

A spokesman for Adams' office said there is no "clear legislative pathway" at this point.

"A decision probably would be reached by the end of May, but I think there's a very good chance we'll litigate," Soliz said. "We anticipate we'll continue business as usual with the federal government and later figure out how much we owe them."

Spokesman Review
Apr. 90

# Jobs program stops taking applications

Associated Press

OLYMPIA — Gov. Booth Gardner's embattled program to break the welfare cycle began turning away applicants Tuesday at 10 of 15 sites in a long-planned step to control galloping costs, officials said.

Spokane's east and southwest offices are among those sites.

The Family Independence Program, which gives welfare families child care, job training and more cash than traditional welfare recipients receive, has been awash in red ink almost since its inception in 1987. The idea is to help welfare recipients, mostly single mothers, train or hold down jobs until they can become self-sufficient.

Those already enrolled will not be cut off, state officials said.

Caseloads have grown to nearly 30,000 of the more than 80,000 on public assistance and the program got an additional $20 million from the Legislature this year to sustain current recipients.

In addition, the state owes the federal government at least $20 million after the latter claimed the state violated a cost-sharing formula.

Lawmakers, some of whom wanted to kill the program, agreed to legislation giving Gardner the ability to freeze enrollments at 10 of 15 sites until his administration felt there was money enough to reopen them.

But given the program's financial problems, the freeze appears permanent to some lawmakers. "It's a bleeding artery," Senate Majority Leader Jeannette Hayner, R-Walla Walla, said last week.

# State's leaders plan trip to save welfare reform

OLYMPIA — Gov. Booth Gardner and Lt. Gov. Joel Pritchard will lead a bipartisan team to Washington, D.C., next week to try to rescue the state's embattled welfare-reform program, Gardner said Friday.

If the mission fails, the Family Independence Program may be scuttled, the governor told a news conference. He said he'll ask the state's most powerful congressman, House Speaker Tom Foley, to use his influence to help save the program.

The five-year pilot project, which has a caseload of about 29,000 in 15 sites, is an alternative to traditional welfare. It stresses work, education and training. It provides higher benefits to recipients who get jobs or go to school, and offers child care, health benefits and other incentives.

The project, which serves about one-third of the state's welfare recipients, is a victim of its own popularity, outstripping its budget. The Gardner administration recently proposed a cap on new enrollments at 10 sites, plus other steps to erase a projected $18 million deficit.

But the federal government recently sent another shockwave through the program by notifying the state that the feds will not pay their share of the unexpected cost from caseload growth. The loss to the state could be between $10 million and $20 million, and even more in future years, Gardner said Friday.

Spokesman Review
May 2, 1990

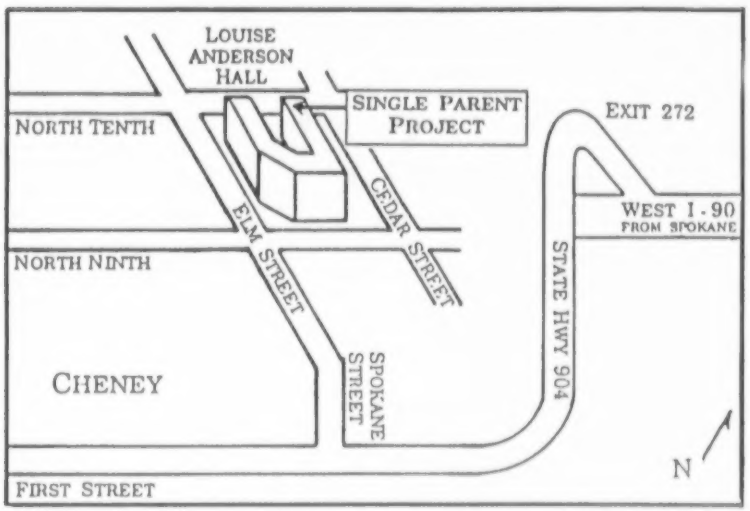
ADDENDUM D

Brochure, forms, poster, surveys

## How do I find out more about Eastern's Single Parent Program?

Selection will be based on a first-come, first-served basis, and will begin in January so students can apply for full financial aid packages for the following fall. Recruitment will continue until 35 students are selected each year. Students already enrolled for the 1989-90 school year may also participate. For further information, contact Sandy Kleven, Single Parent Project Coordinator at 359-7373 or 623-4283 (toll free from Spokane). You can also ask your DSHS case coordinator or your Employment Security Job Service Specialist at your FIP Office about the Project.

Please feel free to visit project offices at Louise Anderson Hall Room 71, across from the PUB on the Eastern Washington University campus.

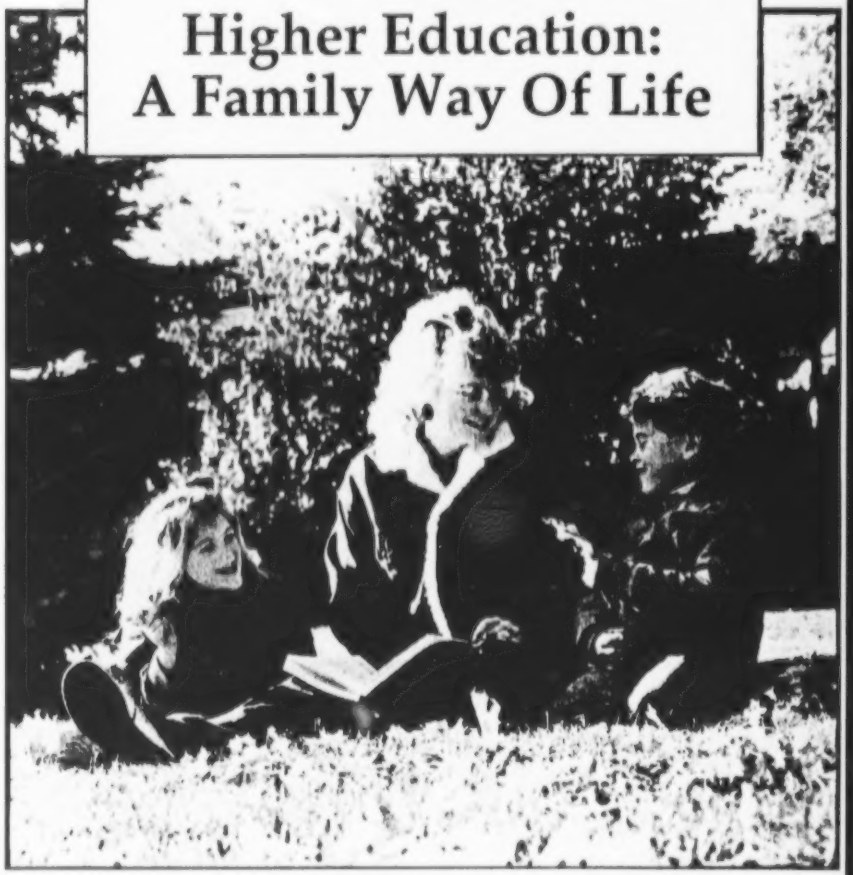



Funded in part through a grant from the Fund for the Improvement of Post Secondary Education (FIPSE), U.S. Department of Education.



# EASTERN
EASTERN WASHINGTON UNIVERSITY

# Higher Education: A Family Way Of Life



## Eastern Washington University's Single Parent Project

Single Parent Project

Meeting Evaluation

Date_____

Purpose of Meeting_____

Please fill out with 1-5 rating:

1= excellent 4 =poor
2= very good 5 = unexceptable
3= good

1. Did you get adequate notice of this meeting? Rating____

   Comment:

2. Was the setting adequate for the meeting? Rating:___

   Comment:

3. Did the leader seem prepared? Rating___

   Comment:

4. Were you given ample opportunity to participate? Rating___

   Comment.

5. Was the meeting carried out in a manner appropriate to the goals of the meeting? Rating____

   Comment:

6. Overall, how do you rate the meeting? Rating____

   Comment:

7. How can we improve this form?

Intake-testdraft#3

Project code_____

Date_____

Staff_____

Check list done? Yes___ No___
Student okays the release of phone/address to SPP students? Yes____ No____

Name _____ Phone_____

Address_____ City_____Zip_____

SS#_____ Date of birth _____

Source of financial support _____ Monthly income _____

Public Assistance site where served _____

Length of time on PA, currently? _____

Have you recieved PA at other times? _____

Marital Status _____ Ethnicity _____

Name(s) _____ Date(s) of birth _____

of _____ _____

Children _____ _____

_____ _____

Enrolled EWU?_____ Since? _____ Year in school_____

Other schools attended _____

_____

Degree sought _____

Career goal _____

Brief work history:

Highest hourly income in previous jobs _____.

How can the Single Parent Project best assist you in achieving your goals?

What obstacles do you think you might face as you pursue your degree?

Do you have any specific concerns about:

| | | | |
|---|---|---|---|
| Public Assistance | _____ | Academic ability | _____ |
| Financial aid | _____ | Reading skills | _____ |
| Housing | _____ | Writing skills | _____ |
| Transportation | _____ | Math anxiety | _____ |
| Child care | _____ | GUR's | _____ |
| Food | _____ | Other | _____ |
| Utilities | _____ | | _____ |
| Other | _____ | | |

Comments:

Do you have any health concerns (mental or physical) relating to yourself or your children?

Who provides you with encouragement and emotional support?

Are you or your children seeing a counselor or attending a support group now?

In general, what was it like growing up in your family?

In terms of income, where would you place the family of your childhood?

How much schooling did others in your family complete?
Mother:
Father:
Siblings:
Grandparents:

Are you interested in participating in any of the following Single Parent Project activities?

volunteer work_____ panel _____ political work____
work study _____ taping _____ testimony _____
leadership _____ planning _____ special projects _____

Do you have any skills or interests you would like to offer to SPP?

_____
_____

I agree to participate in the Single Parent Project and to take part in the following:

Orientation (prior to Fall Quarter)
Group meetings (at least once a month)
Academic excellence program
Other optional activities

I, hereby, grant the Single Parent Project permission to review my transcripts and to request a grade report from the registrar each quarter.

Signature _____

Date _____

Witness _____

Date _____

_____
_____

Project evaluation/follow-up

We hope to make follow-up contacts with people who have been involved in the SPP. In case we are not able to locate you at your present address would you give us the name, address and phone number of someone, who is unlikely to move, who would know your whereabouts in five years:

Name_____
Address_____
City_____Zip_____
Phone_____

Letter to the person named above:

To _____ ,

I was a participant in a project at Eastern Washington University in _____.. Project organizers will be attempting to locate me in later years for follow-up information. You have permission to give them my current address and telephone number.

Signed_____Date_____

Witnessed_____Date_____

Student Copy

I agree to participate in the Single Parent Project and to take part in the following:

Orientation (prior to Fall Quarter)
Group meetings (at least once a month)
Academic excellence program
Other optional activities

I, hereby, grant the Single Parent Project permission to review my transcripts and to request a grade report from the registrar each quarter.

Signature _____ Date_____

---

## Certificate of Membership

## Single Parent Project

This document denotes that _____ is a participant in Eastern Washington University's Single Parent Project as of the date inscribed below, entitled to all benefits of this membership as long as they remain a student at this University and choose to remain a member. Upon graduation they will be designated a Single Parent Project alumnus and will be called upon to give periodic updates relating to career, income and evaluation of the project.

Signature _____ Project Coordinator
Date _____

---

Contact Sheet

Project Code:_____ Date:_____

Name:_____ Phone:_____

Requesting:

Detail:

Action:

Outcome: Time Spent: :

Staff:_____

Summer Survey

Name:_____ Phone:_____

1. What are you planning to do during the summer?

2. Will you have child care needs that will not be met by FIP?

3. Would you be interested in a Summer Institute programmed to assist students in developing:

   Leadership Skills
   Self Confidence
   Thinking Skills
   An orientation toward Academic Excellence

YES_____ NO_____

4. If chidcare were paid, would three weeks of 9:00am - 1:00pm workshops be okay for the Summer Institute? YES_____ NO_____

   If rot, what timing in terms of weeks would you suggest? _____

5. The following are summer activities funded by the grant. Please check off those you are interested in.

   ____Spokane Art School: Parent/child creativity workshops

   ____"Survival Skills": Parent/child camping experience (5 days) for older children.

   ____"Survival Skills": Parent/child camping experience (1 night) for children under 8

   ____Parent/child Science Experience: Four half-day workshops

Come to the Wednesday, 3:00pm meeting if you want to assist in the planning process.

Thanks for your help.

Sandy & Jewel

| DATE | Contact Information |
| --- | --- |
| | |
| | |
| |

Contact Sheet

Project Code:_____ Date:_____

Name:_____ Phone:_____

Requesting:

Detail:

Action:

Outcome: Time Spent: :

Staff:_____

EASTERN
EASTERN WASHINGTON UNIVERSITY
CHENEY • SPOKANE

April 17, 1990

Greetings!

Presented below is an informal survey designed to provide the Single Parent Project with input on particular needs of returning students. The focus of this survey is on mentoring. Mentoring is defined as:

> Individuals who take a personal interest in helping a less experienced person advance in their career. Mentors "teach the ropes" of a profession, act as sponsors and guides for the mentee, and serve as role models.

Thank you so much for participating in this survey.

If you are interested in remaining informed about the mentoring program, please provide your name in the space shown on the last page. Please return to the Single Parent Project Office by _____.

Rob Frederico
Social Work Graduate Student

Sandy Kleven, MSW
Coordinator

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Instructions: Please indicate how you feel about each of the statements. You may find it difficult to decide on an answer to some question. Try to answer if it is at all possible.

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1. Have you ever had a mentor?

   No:_____

   Yes:_____

   Please briefly explain your experience and indicate if the experience was positive or beneficial.

SINGLE PARENT PROJECT
Mail Stop 11 • 71 Louise Anderson Hall
Cheney, Washington 99004
(509) 623-4283

EOE

| | Great Need | Some Need | No Need | Don't Know |
|---|---|---|---|---|
| **I. Role Model (Career Enhancing):** | | | | |
| A. Need for professional role model. | | | | |
| B. Need for help in entering professional circles. | | | | |
| C. Need to teach me the technical aspects of my chosen profession. | | | | |
| D. Need for help in learning how to professionally socialize with others in my chosen field of interest. | | | | |
| E. Provide feedback on quality of work. | | | | |
| F. Provide information/ discussion on career choices. | | | | |
| G. Help me establish professional connections. | | | | |
| H. Coach me on applying to graduate school. | | | | |
| I. Give me encouragement in academic work. | | | | |
| J. Provide moral support. | | | | |
| **II. Relationship (social needs):** | | | | |
| A. Someone to turn to for personal advice. | | | | |
| B. Someone to turn to for emotional support. | | | | |
| C. Someone to turn to for academic advice. | | | | |
| D. Someone to pass on their knowledge, skills, attitudes and values. | | | | |
| E. Someone that I can call my professional friend. | | | | |
| F. Someone who shows interest in my personal growth. | | | | |
| G. Someone to help me have more confidence in myself. | | | | |
| H. Someone to appreciate my achievements. | | | | |

| | Great Need | Some Need | No Need | Don't Know |
|---|---|---|---|---|
| III. Ability: | | | | |
| A. Need to talk to someone on course-related topics outside of class. | | | | |
| B. Need to talk to someone on course-related topics in class. | | | | |
| C. Need someon professionally to explore ideas. | | | | |
| D. Need help to formulate my thoughts better. | | | | |
| E. Need help to interact with others more effectively. | | | | |
| F. Help me to organize my time better. | | | | |
| IV. After Graduation: | | | | |
| A. Help me transition into employment. | | | | |
| B. Help me with career decisions outside of academic setting. | | | | |

I would like to participate in the mentoring program.

_____Yes

_____No

_____Maybe

(I would like to hear some more about mentoring, what it entails, who are the faculty or staff persons, what is my responsibility, etc.)

# All University Lecture

## Uri Treisman, Ph.D.

Professor of Mathematics and Social Change,
Swarthmore College
and
Director of the Charles A. Dana Center
for Math and Science Education
at the University of California at Berkeley

REMOVE
FEB 15 1990

## *Demography and the Future of the Academic Professions*

## February 14th
## 1 p.m.
## Martin Hall Auditorium, Room 158

Treisman's challenge to academic excellence
is applicable to all student groups.
He says "freshman mathematics and science courses
have too often been a burial ground for the aspirations of minority students."
He's proven that all student groups can move beyond
survival in "heavy" classes to mastery of difficult material

Funded in part by the Fund for Improvement to Post Secondary Education (FIPSE), U.S. Dept. of Education

# EWU Children's Day

## Bring the Kids to Classes on Friday, April 6th.

## Plan to participate in the CHILDREN'S PARADE and ACTIVITIES in the P.U.B.

We are drawing attention to the fact that there is a critical need for an E.W.U. Child Care Facility

See the Focus for details
or for more information, call the
Single Parent Project
at 359-7373 or 623-4283 or
the H.O.M.E. Program
at 359-4237 or 623-4237.

Remove
APR 7 1990